

VOLUME XV

NUMBER 5

# The A.T.A. Magazine

OFFICIAL ORGAN OF THE

ALBERTA TEACHERS' ALLIANCE, INC.

*Magistri Neque Servi*



JANUARY, 1935



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## Let Down the Bars!

**R**EPRESSION and restriction in matters affecting the public welfare is to be condemned at all times . . . No bar to public life and service should be erected against any citizen because of his or her employment, providing his work does not suffer from his political activity. Canada surely needs the best available minds of all political faiths in public debate and public service, because only in this way is truth, justice and light provided for the people."—*Edmonton Bulletin*.

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## The Efficient School Teacher

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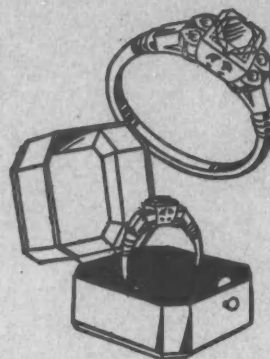
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1926	668,310
1927	834,903
1928	1,027,442
1929	1,254,222
1930	1,503,439
1931	1,692,296
1932	1,800,357
1933	1,839,153
1934	2,015,033

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# The A.T.A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance, Inc.  
Published on the First of Each Month.



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## The A.T.A. Magazine

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No. 5

## Editorial

### PAGE MR. FREEDOM!

SINCE the inception of the Alliance, it has always been our policy to advocate without any compromise whatsoever that a member of the teaching profession should not be restricted from full rights of citizenship, and that he be free to participate in all logical activities of everyone who realizes the responsibilities of citizenship. At the last convention of the Canadian Teachers' Federation a strongly worded resolution re the Coldwell case was passed and ordered to be brought to the notice of the Regina School Board. There have been occasions when the Alliance has felt compelled to intervene publicly when teachers' rights in this regard were being encroached upon. One outstanding example was when the Edmonton City Council endeavored (unsuccessfully) to secure an amendment to the City Charter whereby a school board employee would be precluded from being a candidate for election to the City Council. The General Secretary, on instructions from the Executive, appeared on the floor of the Legislature and fought this proposal before the Charter Amendments Committee. Recent action of the Board of Governors of the University of Alberta compels us, much to our regret, to register the protest of the Alliance whenever and wheresoever it be possible and practicable, against a regulation adopted by the Board of Governors that any full time member of the staff must not participate in provincial political activities; that he must not offer himself as a candidate for a federal constituency or accept a seat in the Federal House.

The effect of the regulation obviously provides that a full time teacher on the University Faculty:

(a) Shall not even express opinions on provincial political affairs whether relating to the University or not: much less will he be free to deliver an address or speech in public

on any public question whatsoever coming within the scope or purview of the Provincial Government.

(b) In the event of his aspiring to become a candidate for election to the House of Commons, he must first resign from the University Faculty. Therefore, the penalty of taking a chance on election to the House of Commons is loss of his position with the University.

DURING the last session of the Legislature an attack was made on a member of the Faculty by reason of his being prominent in one of the political parties, and Premier Brownlee amongst others defended the professor in question on grounds similar to those set forth herein. Dr. Weir, Minister of Education for British Columbia, at the time he sought election to the Legislature of British Columbia, served on the Faculty of the University of British Columbia and still remains a member, although on leave of absence granted by the Board of Governors.

THE present case is by no means an exceptional one of its kind, in that the usual, stereotyped, old-fashioned methodology for imposing regulations of this kind is applied:

(1) It is the desire of the employer to leave the members of the Staff the utmost freedom of speech and action consistent with relation and duties to the University.

(2) That somebody else in Canada is doing the same thing. (Only one example is quoted—University of Saskatchewan.)

(3) That it would affect the teacher's work adversely: the entrance of a major interest of this kind into a teacher's mental activities, etc., can scarcely fail to interfere with his effectiveness in teaching, which should be his first concern.

(4) It introduces into the University an atmosphere alien to its proper relations.

THERE seems to be an accepted formula—goodness knows whence it first originated, but it is always unearthed in the dustbin of historical curiosities—that a person whose salary comes out of public funds, should not participate in public questions. Teachers repudiate this implied suggestion as being degrading—that we sell our souls and our citizenship to those who pay us. Surely there should be no salary in existence that buys the whole man. As saith the sage: "He who fasteth and doeth no good saveth his bread, but loseth his soul." When all sophistry is exhausted in endeavoring to make this purely academic argument stick with open-minded people, the fact remains that everybody is paid from the same source, whether taxes or profits. This is one lesson at least driven home to the whole of mankind, learned from the present depression. Anyway, admitting a "master and servant" relationship as between public and University Staff, since when has it been legal for a master to deny or curtail full rights and responsibilities of citizenship to his employee? Social welfare should have right of way over everything: yes, even over exigencies of university administration.

ANOTHER contention is urged which, stripped of all its trimmings, amounts to this—it is necessary to protect public servants against themselves by removing the temptation to indulge in graft, or "pork barrel" activities. It is

argued that since the public pays for the upkeep of say, a university (including of course the salary of the employees of the university) then of course one serving in the Legislature and still a member of the staff of the university, is in a position of voting indirectly in his own personal interest. If it must be accepted that human nature is such that self-interest is invariably and inevitably the controlling motive behind human action, then must one drive the argument to its logical conclusion that, since Legislative bodies deal with taxation, no taxpayer should serve on any legislative body. (Incidentally, Cabinet Ministers directly recommend to the Legislature, through the Budget, Government Expenditures for payment of their own salaries, etc., and members of the Legislature vote on their own sessional indemnities.) This specious contention implies that one, for example, as Dr. Weir, at present Minister of Education for British Columbia and a member of the Provincial University staff, on leave of absence, can not serve as a bona-fide representative of the citizens of British Columbia in the B.C. Legislature or as a member of the Cabinet—or conversely, that he could not serve his University as efficiently as otherwise would have been the case, while he was seeking election to the Provincial House.

**Y**ET again it is urged in justification of this policy that, since the funds in support of a university are voted in the Legislature; therefore if members of a university staff are partisans in provincial politics, the actions of such participants would so ruffle the sensibilities of members of the legislature—followers of other schools of political thought than those of the naughty university teachers—it might prejudice the vote for the university appropriation. This seems to us to savor of "Keep the cook in good humour if you want a satisfying meal". Are there really many of our legislators so small minded, so intolerant as to "take it out" of the students attending the university by curtailing their opportunities for study and advancement, just because they don't agree with the views expressed by one or more of the teachers? We question it. We don't believe that the rank and file of our publicly elected representatives exist on such a low ethical plane. If it be so, then of course it must apply both ways: that is to say members of the legislature whose ears can be tickled by political speeches of university professors will be just as ready as the others are opposed, to resist any paring of the university estimates etc. We are inclined to believe that if this atmosphere prevails amongst the legislators, then this unjustifiable restriction on teachers' liberties will offend the susceptibilities of more members than it will please. The action of the Board of Governors of the University of Alberta has done more to introduce an atmosphere alien to the university's proper relation than any mere acts of an individual member of the staff in this regard. It has thrown university policies right into the political ring.

**L**ET us make ourselves quite clear with respect to inefficiency of a teacher who by reason of activities outside his professional work, renders himself open to question. If it can be established that energy and effort expended on activities outside his work have militated against

his effectiveness as a teacher, then the employing board is justified in taking action against such teacher. However, we suggest that the Board of Governors is not consistent. Admitted that becoming too engrossed in any outside activity militates against a teacher's efficiency, why hold as taboo, political activities alone? If a teacher in his own discretion becomes involved in outside activities to an unwarranted extent so as to prejudice his efficiency—whether it be: studying to increase his academic efficiency; philanthropic and religious activities; research and experimentation; bug hunting; courting and a host of other activities or hobbies—each case should be judged on its merits.

But this prohibition of teachers indulging in politics either as a hobby or by reason of a conviction of responsibility to the general welfare of mankind (as is general in cases of this kind) which conviction impels him to lay his spare time and energy on the altar of human need, is what we can not logically fathom. If there be one paramount criticism of educational institutions in Canada today it is that they are divorced from life outside: that the teachers are beings set apart, existing, as it were, in a cloisteral atmosphere, and therefore not competent to efficiently prepare their charges to meet practical problems of social, economic and political responsibility, after they emerge from the walls of the cloister. And there is some real point to the criticism, for it is obviously farcical that the rising generation should receive their instruction in the rights and responsibilities of citizenship from men and women who possess neither those rights nor responsibilities. It is analogous to their being required to teach their pupils to swim on dry land, the instructors themselves having no experience in the water.

**A**CTUAL facts will show that those teachers who have broken away from the traditional atmosphere of the cloister and interested themselves in public affairs are very seldom inefficient instructors in the class room and, invariably, they are the most admired and respected by their students. Seldom have there been teacher legislators, etc., but the desire has made itself manifest by his political opponents to "get" him on the ground that his work *must* be suffering, and the only result of such investigations has been to clear the defendant of the charge and leave the prosecution in the position of wishing they themselves had been the judge. Yes, these bold, aggressive ones are almost invariably those whose professional work and influence amongst their pupils are actually enhanced by their outside activities. Variety of activity and interest are as necessary for full fruition with respect to spirit, intellect, and personality, as is variety of diet for perfecting the physique.

**T**HERE is just one passing thought as we close our remarks on this matter. It has been stated that one professor had been advised of the prospected action of the Board of Governors. We wonder if the Board of Governors gave the Faculty an opportunity of expressing any opinion on the matter either before or after the adoption of the regulation.

**L**AST but not least, as *The Edmonton Bulletin* puts it: "Repression and restriction in matters affecting the public welfare is to be condemned at all times . . . *The Bulletin*

has no hesitation in stating, as it has repeatedly done in the past that no bar to public life and service should be erected against any citizen because of his or her employment, providing his work does not suffer from his political activity. Canada surely needs the best available minds of all political faiths in public debate and public service, because only in this way is truth, justice and light provided for the people."

#### THE BALLOT ON OFFICIAL STATUS

**R**ETURNS to date on the Ballot on Official Status are so overwhelmingly in favor as to be altogether beyond the most sanguine anticipations of the advocates of obligatory membership in a professional organization of those engaged in teaching. The returns reveal that it was unnecessary, almost, to expend effort and money on campaigning amongst the teachers themselves for an endorsement of the proposal for, although the ballot is not yet closed, latest returns show that teachers had already made up their minds on the issue and that those who had no opportunity of hearing the case put by one of the Alliance speakers at the fall conventions are just as decidedly in favor as those who did.

The returns to date are as follows:

Those voting Yes.....	2770
Those voting No.....	54
Total.....	2824

Furthermore, judging from annotations made on the ballot by several of those who voted NO, it was for some other reason than that they were opposed to the principle involved.

**I**T must be borne in mind that all teachers whether members or non-members of the Alliance received ballots. The vote shows as much unanimity as could be conceived. It has strengthened the position of those sponsoring "official status" of the teaching profession and inspires them to go forward with confidence that however vigorously and determinedly they prosecute the campaign, neither members nor non-members of the Alliance will call a halt.

**T**HE strongest argument advanced by supporters of changes in the Registered Nurses Act when amendments were before the Legislature during the last session, was that advanced by the Honorable George Hoadley, Minister of Health, when he urged that the nursing profession had themselves asked for the changes. As far as we are aware it was not stated definitely how or by what method the nurses had endorsed the proposal—whether by resolution of their Executive, or by vote of their supreme body in convention assembled; but surely it must be granted that no expression of opinion of any body could be more indicative of the desire of that body, individually and collectively, than a plebiscite on the question to be submitted for decision. This was done in our case anyway and with a vote of almost 98 to 2 in favor of obligatory membership, it is suggested that the Government here could accept this argument once again and make provision to implement the expressed desire of the teachers. Not one cent of the taxpayers' money is even hypothecated, whether locally through school board finances or provincially through Government revenues. It

would not affect curricula, contracts or school board or Departmental policies; neither would it in any other way prejudice the rights and interests of the general public. It is not analagous to requiring school boards or school board members to belong to an organization of school trustees—although the Alliance would raise no objection to such statutory provision being made. School boards as such, spend public money and any payment so made means that taxpayers' money is taken from the public exchequer. The teachers' proposition simply asks that a small sum earned by themselves and owned by themselves be applied to pay their membership fees in their own organization.

**W**ERE the request made by virtue of a narrow majority in favor, there would be real punch behind a suggestion that minority rights should be taken seriously into consideration. Here, however, with a vote almost 98 to 2 behind the proposal there is much more point to the contention that an insignificant minority should not be permitted to stultify or render nugatory the efforts of the overwhelmingly large majority. We can conceive of no bona fide reason for refusing this almost unanimous request of the teachers of the province unless it be accepted as a bona fide reason that a request should be refused merely because the teachers make it. Whatever other reason could there be?

#### ALBERTA SCHOOL WEEK

February 3rd to 9th, 1935

**P**REVIOUS years, Alberta School Week has been carried through by the A.T.A. entirely on its own, but such will not be the case this year. The A.T.A. will carry on in co-operation and co-ordination with the whole membership of the Canadian Teachers' Federation. At the August Convention of the Canadian Teachers' Federation at Toronto it was decided that the Dominion Wide organization should take School Week under its wing, every provincial organization conforming to the general plan laid down by the C.T.F. Executive, but free to adapt it to meet provincial conditions.

**T**HE date of School Week has been fixed for the week commencing February 3 and all provincial organizations are directed to emphasize as much as possible the slogan: "The old order changeth, yielding place to new."

The following time has been obtained from the Canadian Radio Commission for the Dominion-wide programme of School Week:

Monday, February 4th, 1935, 10:00 to 10:30 p.m. E. S. T., for a Dominion-Wide hook-up and Friday, February the 8th, 8:30 to 9:00 p.m., E.S.T., for Regional hook-ups. The regions and the centres for the broadcasts are as follows: Maritimes, Halifax; Quebec, Montreal; Ontario, Toronto; Manitoba and Prairies, Winnipeg; Pacific Coast, Vancouver.

**I**N Alberta, the Executive of the A.T.A. constitutes the School Week Committee for the Province and the several members will co-opt other teachers to serve on local publicity committees, the Executive member serving as local convener. In order that there may be homogeneity of aim

during School Week, certain topics only should be dealt with. A provincial committee is now busy preparing material to assist those delivering addresses or writing articles for insertion in the press. This material will be mailed on request.

**A**S far as possible each local organization throughout the province will take care of their own local situation; for it is impossible, obviously, for the Provincial committee to provide a large number of speakers to take care of the Provincial demand; although exceptions may be made where a special speaker is required to address a particularly large group.

**T**HERE need be no hesitation on the part of teachers to "take real hold" of this matter and make School Week in Alberta an event not only worth while from the standpoint of service to education, the child and the province, but one to be reverted to with pride and satisfaction.

#### A HOLIDAY TAX

**S**ECTION 162 of *The School Act* does not provide for salary to be paid the teacher for one-day holidays proclaimed by the Governor General or the Lieutenant Governor, or the mayor of a town or village. Such days are almost without exception intended to be days of celebration and rejoicing; hence it follows that as far as schools are concerned the celebration or rejoicing is at the expense of the teachers who thereby are taxed \$3 to \$10, or even more, for the fun of realizing that a day of public rejoicing has been proclaimed. Until this proclamation penalty to teachers is removed by a slight amendment to *The School Act* whereby such proclaimed holidays be modified "pay days" as are one day holidays declared by school boards, etc., teachers will urge "Go easy on proclamations!" Patriotic fervour taxed at \$x per diem can not be extorted from human beings—not ordinary ones anyway. Maybe the fact that the recent Royal Wedding Day was not proclaimed as a school holiday indicates that somebody behind the scenes had a kindly thought for the poor teacher's pocket during these days of "cut". We believe our own Minister thought that way about it, so did all he could to induce school boards to popularize the day by granting a holiday without any dockage of the teachers' pay. Thanks!

\* \* \*

In this issue we introduce to our readers a new Department, on page 9, under the able direction of G. M. Dunlop, B.A., of Camrose, which we trust will be of service to our readers.



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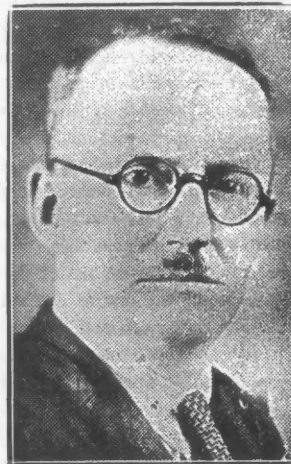
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## Congratulations

A little over a year ago, *The A.T.A. Magazine* was delighted to congratulate our old friend Hubert C. Newland, M.A., LL.B., B.Ed., Ph.D., on his appointment as High School Inspector. Now it falls to our lot to express our gratification at his being appointed Chief Inspector of Schools, in charge of all inspection work, both public and high schools and Head of the Organization of Schools Branch.

In the short sketch of Dr. Newland, which appeared in the September, 1933, issue, it was suggested that he was of that type never to rest on their laurels; never content to mark time either academically or professionally. His recent appointment is another justification for making that statement with its implied prognostication. Few men in Canadian educational affairs have had as meteoric a career as he, and none have merited more the rise, step by step, up the ladder of promotion.



Hubert C. Newland

We are sure our readers will have no objection to our repeating a statement of Dr. Newland's record as set forth in a previous issue. Born in Ontario of "Old Country" stock; attended public school in Fingal, high school in Windsor Collegiate and St. Thomas Collegiate; entered University of Toronto in 1900; took a number of years "out" from varsity while attending Regina Normal School and teaching in a number of Saskatchewan schools before completing his Bachelor of Arts Course.

#### Dr. Newland's Educational Record

Teaching positions held since graduating: Principal, Wildwood (Sask.) High School; Principal Vegreville Town School; member of the staff of Victoria High School, Edmonton from 1915 to 1928.

As servant of the Department of Education: Member of Edmonton Normal School Staff; High School Inspector (1933 to 1935); Chief Inspector of Schools.

Academic achievements: Headed his county in Public School Leaving Examination, Ontario; First place in Honor Philosophy when he obtained his degree as B.A. (Toronto); Master of Arts (Alta.); Bachelor of Education (Alta.); Doctor of Philosophy (Chicago); Elected member of "Sigma Psi", University of Chicago.

Professional Organization Activities: President, Canadian Teachers' Federation; President, Alberta Teachers' Alliance, Inc. (two terms); many years a member of the Provincial Executive of the A.T.A.; Manager Bureau of Education; Editor, *The A.T.A. Magazine*; President, Alberta Educational Association; President, Northern Alberta Teachers' Association.

What a record of experience, achievement and success!

When Dr. Newland commenced his duties as High School

Inspector, it was immediately apparent to everybody that his wide reading, his knowledge of men and affairs, his adaptability to a new office, his high academic attainments, his intimate and authoritative grasp of psychology, modern educational administration, classroom technique and school curricular—all these combined to make acceptable everywhere in the high schools of the Province and win for him respect and admiration. The high school teachers "liked" him for several reasons: namely, his competency and thoroughness, his helpfulness in classroom instruction and, withal, his capacity to criticize adversely (may be) without leaving any "barbed shaft" in the wound.

Undoubtedly, the advent of Dr. Newland as one of the immediate advisers of the Minister and as an administrator in the Department, will strengthen the team considerably.

\* \* \*

Appointment of Mr. Harry E. Balfour, M.A., as High School Inspector was announced recently by the Minister of Education, to succeed Dr. H. C. Newland. Mr. Balfour is very well-known in Alberta Educational circles having



Harry E. Balfour, M.A.

served in this province since 1911 when he commenced his teaching experience as a permit teacher in Cold Centre School, east of Irvine. After sampling teaching Harry liked the taste of it, decided to stay with it and graduated from Calgary Normal School in 1912. These were the days when there was a good job for every normal school graduate and he immediately entered the service of the Edmonton Public School Board as Principal of the Highlands Public School, remaining there until the summer of

1914. In the fall of 1914 he became Principal of the large Parkdale Public School remaining there until he enlisted in the 51st Battalion during the summer of 1915, with the rank of Lieutenant. When he arrived in England, he was transferred to the 49th Battalion and crossed the Channel to the Western Front. In 1916, after months in the trenches he was severely wounded. Captain Balfour remained a prisoner of War in Germany until after the close of the War in 1918. During his incarceration he took up work in the Khaki University and after being released he arrived in England via Denmark, spending two busy months there in the successful search of a wife. He finished his Khaki University work in Cambridge University and later completed the Bachelor of Arts Course (extra-murally) with Queen's University. He secured a Master of Arts degree in 1924 at the University of Alberta.

He came back to Edmonton in 1919 and after serving as Principal of McKay Avenue Public School for one month, he assumed duties of Mathematics Master in the Victoria High School, Edmonton, where he served with distinction until he was appointed Inspector of Schools for the Grande Prairie District. In 1930 he left Grande Prairie to become an instructor in the Edmonton Normal School and when that Institution was closed down in 1933 he was transferred back to his old Grande Prairie work.

Since 1911 when he commenced his teaching experience as a permit teacher in Cold Centre School, east of Irvine. After sampling teaching Harry liked the taste of it, decided to stay with it and graduated from Calgary Normal School in 1912. These were the days when there was a good job for every normal school graduate and he immediately entered the service of the Edmonton Public School Board as Principal of the Highlands Public School, remaining there until the summer of

As inspector of schools he won for himself distinction particularly by reason of his capacity of securing the co-operation of the trustee boards of his district regarding the placement of teachers and, possibly, as long as the present unit of administration of school district prevails, Mr. Balfour brought his area to a state of efficiency in this regard as high as could possibly be achieved. He spent a considerable amount of time and energy in circularizing school boards and teachers, advising teachers of successful service as to new vacancies and steering the tried and efficient ones into the better schools.

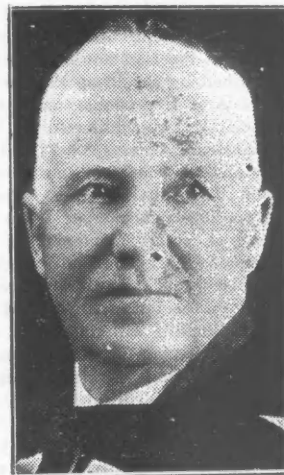
Captain Balfour never uses his label "Captain" but somehow or other, other people just won't let his modesty override their inclination. He has a fine presence and, just naturally, his fine bearing and general demeanor bring to mind "An officer and a gentleman". So there it is: he is known by all as "Captain Balfour".

We not only heartily congratulate the new High School Inspector on receiving well-deserved promotion, but wish him joy, happiness and success in his new sphere.

\* \* \*

Among those listed on His Majesty the King's New Year's Honor List, was the name of Dr. John T. Ross, former Deputy Minister of Education for the Province of Alberta, who was made a Member of the Order of the British Empire.

Coming to Alberta first in 1894, Dr. Ross taught for a time in the southern part of the province and in 1897 moved to Edmonton and served as high school teacher until 1902, when he went to the Yukon. In the far north he was Superintendent of Schools for about four years but returned to Edmonton in 1906 and was appointed Inspector of Schools, later becoming Chief Inspector. From this office he rose to that of Deputy Minister of Education, in which he gave 18 years' service, retiring last fall.



Dr. J. T. Ross

After his 40 years of energetic and faithful service in education in this province, teachers of Alberta and all those who labour in the cause of education are gratified that this new recognition and honour is so fittingly bestowed.

\* \* \*

Educationists in Manitoba were pleased to note the honor given to Dr. Daniel McIntyre, former Superintendent of Schools for the City of Winnipeg, at the New Year. The honor of membership in the Order of the British Empire which has been bestowed upon him by His Majesty, the King, is a recognition of the long and distinguished service which Dr. McIntyre gave to the schools of Winnipeg. McIntyre's influence was not confined to Winnipeg; probably no other man exercised a more profound influence upon educational policies in the West than he did. The honor was, therefore, well merited.

## The "Better English" Department

Conducted by Dr. C. Sansom

One of the most pressing needs of the moment for the better teaching of English in this province is an analysis of the field on the formal side with a view of setting up minimum essentials in the several grades. Too much is now left to chance. There is no assurance that pupils in the public school grades are ever even "exposed" to such vital matters for composition as the agreement of pronouns with their antecedents, the hanging participle, and the comma fault, to say nothing of many of the most elementary principles of punctuation, capitalization, pronunciation, diction, language usage, sentence structure, etc. What is needed is a teachers' handbook on English setting forth in some detail the ground to be covered in each of the grades. And the standard of attainment on the minimum essentials for any grade should be one hundred per cent—nothing less. Our examination system is making us quite too satisfied with a fifty per cent standard on everything. This may be high enough for subjects like Trigonometry and Latin. But when it comes to things that really matter half-knowledge is not enough.

\* \* \*

Teachers who wish to add to their collection of helps for the teaching of English could hardly do better than invest in the Common-Sense English Course, Junior Series, published by Sir Isaac Pitman & Sons, London. The series consists of five books—an Introductory Book at about our Grade IV level, followed by Books 1, 2, 3, 4, generally suitable for Grades V, VI, VII, and VIII, respectively, in our system. The books are uniformly constructed, each of them being divided into "lessons", one of which always occupies two facing pages. On the left a literary selection, prose or poetry, comes first; below are questions on the selection for answering. On the right are language study exercises and suggested themes for compositions. Opening Book 3, for instance, we find on Page 40 Shelley's poem, "The Cloud", with questions below. Facing this on Page 41 are exercises on singular and plural sentences, followed by five suggested settings for imaginary "conversations". The language drill on Page 41 is given below as an exercise for Grade VII.

The books are substantially bound in strong paper, and are quite inexpensive. They may be had from Sir Isaac Pitman & Sons, 381-383 Church Street, Toronto. The cost is 23 cents, postpaid, for Book 4, and 19 cents, postpaid, for each of the lower books. A complete set comes at \$1.04, postpaid. Leaving out the Introductory Book the cost of the set is 84 cents, postpaid.

\* \* \*

### Pronunciation—All Grades

(a) Say over the following sets of words, making the last word in each set rhyme exactly with those coming

before. In the last five sets be sure to sound the "h" clearly at the beginning of each word. In these five sets it is only the last two words that rhyme:

- |                               |                                 |
|-------------------------------|---------------------------------|
| 1. man, ran, <b>can</b>       | 9. fur, her, <b>were</b>        |
| 2. match, latch <b>catch</b>  | 10. mince, since, <b>rinse</b>  |
| 3. bet, pet, <b>get</b>       | 11. go-em, slow-em, <b>poem</b> |
| 4. dust, must, <b>rust</b>    | 12. high, hot, <b>what</b>      |
| 5. paw, law, <b>saw</b>       | 13. hat, hen, <b>when</b>       |
| 6. hen, men, <b>again</b>     | 14. hair, high, <b>why</b>      |
| 7. laws, saws, <b>because</b> | 15. hail, hitch, <b>which</b>   |
| 8. Bess, mess, <b>yes</b>     | 16. high, hair, <b>where</b>    |

(b) To the right is a "ladder" of words, and you are to say them up from the bottom as far as you can without a mistake. The rhymes above will help you to get the right sounds for the first sixteen. As for the others, remember that **yesterday** (yes-ter-day), **library** (li-bra-ry), **history** (his-to-ry), and **difference** (diff-er-ence) all have three syllables. Say the words slowly at first, and then quickly and naturally. **February** (Feb-ru-a-ry) has four syllables, the second of which sounds like "roo". **Hundred**, **let me**, **give me**, **going**, and **picture** should be pronounced as they are spelled—not **hunderd**, **lem-me**, **gim-me**, **goin**, and **pitcher**. This last word, **picture**, causes special difficulty. The uneducated say **pitcher**, which is, of course, a different word entirely; "high-brow" people try to say **pik-tyure** or something of the sort; perhaps we ordinary people should just say **pik-cher** and let it go at that.

Note especially that **won't** rhymes with **don't**; it is pronounced neither **wunt** nor **woo-nt**, but **woe-nt**. **Wont**, written without the apostrophe, is usually pronounced to rhyme with **hunt**, **stunt**, etc. It means **habit** or **custom**: "He retired promptly at 10 o'clock, as was his **wont**." **Wonted** is also found; as in, "He was not in his **wonted** place." Say **don't**, **won't** after one another a few times as rhymes. Say also **hunt**, **stunt**, **wont**; **hunted**, **stunted**, **wonted**.

**Going** is not quite as easy as it looks. It is the "ing" that causes the trouble. It sounds here just like it does in **sing**, **ring**, **bring**, etc. As a practice exercise say over this list of words making the "ing" sound always just the same: **sing**, **singing**, **going**, **coming**, **bring**, **bringing**, **saying**, **telling**, **reading**, **writing**, **walking**, **ring**, **ringing**, **running**, **talking**, **ding**, **dong**, **dinging**, **donging**, **laughing**, **crying**, **thing**, **something**, **nothing**, **everything**.

**Drowned** rhymes with **sound**. Say over this bit of nonsense: In a pound on a mound of ground within sound of a hound that was bounding around the poor old cat was **drowned**.

Now for the days of the week. Say "Sunday". Quite sure you didn't say "Sundee"? Say it again to make sure.

- |                |
|----------------|
| 30. picture    |
| 29. difference |
| 28. drowned    |
| 27. going      |
| 26. figure     |
| 25. give me    |
| 24. won't you  |
| 23. don't you  |
| 22. let me     |
| 21. history    |
| 20. hundred    |
| 19. February   |
| 18. library    |
| 17. yesterday  |
| 16. were       |
| 15. rinse      |
| 14. poem       |
| 13. what       |
| 12. which      |
| 11. why        |
| 10. when       |
| 9. where       |
| 8. because     |
| 7. catch       |
| 6. again       |
| 5. can         |
| 4. get         |
| 3. just        |
| 2. saw         |
| 1. yes         |

## KRAFT'S

Buy your Furs during our  
**BIG JANUARY SALE**

Est. 1908      222—8 Ave. W.      Calgary, Alta.

Now say all the days of the week pronouncing the last syllable always just like "day" when it stands alone. And remember that **Tuesday** is neither **Toozday** nor **Chewzday**; it is **Tyouzday**—figure it out. **Wednesday** is pronounced **Wenz-day**. What two letters are silent in this word?

#### Grade V

I. **The Comma**—Write the following sentences in your note-books putting in all the necessary commas. Then turn to "Answers" and correct your own work:

1. I had an apple a glass of milk and a piece of bread.
2. Toronto Ottawa and Kingston are cities in Ontario.
3. A barge usually has no oars no sails and no engine.
4. Run away John.
5. May I play with your doll Mary?
6. "What is the matter neighbor?" said the grasshopper to the ant.
7. Children come and hear this story.
8. Thank you sir for your interesting story.
9. They knew of course that the hat was too dear.
10. Oh you can't help that.
11. "A likely story indeed" said the pigeon.
12. The farmer's daughter fancied she would sell her milk buy eggs raise chickens sell the chickens and buy a dress.

II. **Capital Letters**—Make a column of the numbers from 1 to 15 in your note-book. Then read the following statements about capital letters. When you think a statement is true, write "true" after the number of the statement in your note-book; when you think it is false, write "false". Then turn to "Answers" and find out how many you got right:

1. **January** should always begin with a capital letter.
2. **Summer** should always begin with a capital letter.
3. **May** sometimes may begin with a small letter.
4. **Week** should always begin with a capital letter.
5. **September** sometimes may begin with a small letter.
6. **Elm street** should always have just one capital letter.
7. **Mountain** should always begin with capital letter.
8. **Church** may sometimes begin with a small letter.
9. **Central United church** should always have just two capital letters.
10. **Easter Sunday** should always have two capital letters.
11. **School** sometimes begins with a small letter, sometimes with a capital letter.
12. **Month** may sometimes be written with a small letter.
13. **Riverside School** should always have two capital letters.
14. **Automobile** always begins with a capital letter.
15. **Autumn** may sometimes be written with a small letter.

#### Grade VI

I. **About Sentences**—Copy the following story and divide the numbered paragraphs into sentences whenever necessary. Put a period at the end of each sentence and begin the following sentence with a capital letter. Sometimes you will need to leave out an "and". When you have finished turn to "Answers" and find out how many of the paragraphs you did correctly:

##### The First Wood-Pecker

1. One day the Wise Man of the Woods was tired and ill and he had had no food for two days.
2. He sat on the grass with his head resting against a tree and he was very weary he wished that someone would come by and help him.
3. Just then a woman passed that way she was coming home from market.
4. In her bag she had meal, butter, eggs, and many other good things.
5. The Wise Man of the Woods begged her to help him he said that he had had no food for two days and was weak and ill.

6. The woman promised to give him some food she asked to be well paid because she knew he was able to do many wonderful things.
7. She set to work at once she took meal, eggs, butter, and milk, and made a cake and then she made a fire and baked the cake on the fire.
8. The cake was so wonderful the woman decided to take it home she refused to give it to the Wise Man of the Woods she told him if he wanted food he could peck for it in the bark of a tree.
9. "You shall be very well paid for what you have done," said the Wise Man of the Woods.
10. The greedy woman was at once changed into a wood-pecker she has ever since had to peck for her food in the bark of a tree.

#### Grade VII

I. **Sentence Recognition**—Some of the following groups of words are sentences, and some are not. Those that are not may be changed into sentences by omitting or adding or changing **one word**. Write the twelve sentences in your note-book, copying the good ones just as they are, and making sentences of the others as directed above. Do not change the order of the words. When you have finished turn to "Answers" and see how many you got right:

1. As the man came near the bees
2. The toy bird had glass eyes
3. When it started to rain
4. Although he was a man of great power and influence
5. The family rode in a fine new automobile
6. The children scampering home to tell their mother
7. A prize offered for the biggest cherries
8. They put their prize money into the bank
9. The boys recalling their sad experiences
10. Because he was a good and true man
11. The little girls calling the cherry tree their castle
12. Last summer when he went to Montreal

#### II. Singular and Plural Sentences—

1. Change these sentences from singular to plural—
  - (a) This boy had done his sum correctly.
  - (b) The man heard the nightingale singing in the wood.
  - (c) His scarf was wound tightly round his neck.
  - (d) He goes for a walk every fine day.
2. Change these sentences from plural to singular—
  - (a) All children love fairies.
  - (b) The girls were in the fields picking daisies.
  - (c) The men were all busy planting potatoes.
  - (d) Swallows appear in the spring, but leave us again in the autumn.
3. Rewrite the following, changing **robin** into **robins**, and making any other necessary changes.

The robin has a very fine taste in fruit. He snatches the earliest lot of peas, and he takes the lion's share of the raspberries. He keeps a strict eye over one's garden, and knows exactly when the fruit is quite ripe.

4. Change into the singular number as much as possible of the following passage—

The tourists posted their letters and parcels at nine o'clock. They hoped that their friends would receive these gifts in time for Christmas, but there were storms in the Channel, and so the mails were delayed.

—(From *Common-Sense Language Course*, Book 3, p. 41.)

III. **Punctuation**—In the December number of this Magazine, on Page 4, a paragraph appears which was written by a Grade IX pupil at Stavely. This paragraph is reproduced below, divided into four sections. You are asked to rewrite each section, dividing it into sentences where necessary, and putting in the marks of punctuation. When you have done this, write the whole as a connected paragraph and compare with the original. You must not conclude, of

course, that your punctuation is necessarily wrong where it differs from that in the Magazine. Where differences occur you should try to decide if that in the printed paragraph is the better, or if yours is just as good.

1. The fog tangled itself among the spire-like trees far away a coyote lifted its eerie mournful howl into the vast silence.
2. Nearby an owl hooted dismally and the wind sighed among the invisible swaying branches.
3. The fog was thick damp and cold it was wet on the wall and I shivered slightly as I crouched there in the quivering dank blackness.
4. I looked back longingly to the place where my bicycle was concealed in the bushes and to the friendly blinking lights of Novestock but there was business on hand.

IV. "Literary Style"—The Editor who published the above paragraph as an example of good writing tells us that it reveals "marked literary ability". Study the paragraph and try to discover what it is that gives it its literary quality. You should have no difficulty finding six or eight descriptive words and expressions which raise the composition above the ordinary, hum-drum sort of thing that most of us would probably have written. To how many of us, for instance, would the fog have "tangled itself" among the "spire-like" trees? Go through the paragraph and find as many other expressions as you can which lift it above the common-place, and impart to it that peculiar literary flavor known as "style".

#### Grade VIII

**Metaphors**—Read again the material in the December issue on *similies* and *metaphors*. Then do the following exercises:

**Exercise 1**—Point out which of the following metaphors are "mixed" and give your reason for thinking so. Explain the unmixed metaphors:

1. He urged his listeners to take arms against a sea of trouble.
2. In his youth he sowed his wild oats; later on he reaped the whirlwind.
3. O, Cassius, you are yoked with a lamb.
4. He is an uncontrollable steed, and will not answer the helm.
5. He found the people fruitful soil to his sowing, and the harvest quite what he expected.
6. Let us trust our leader. His hand is firmly on the rudder of the ship of state. He will bring us out of the woods.
7. He burnt his bridges behind him.

**Exercise 2**—In the following pairs of sentences, the first of each pair makes some literal statement. From the words or groups of words in the brackets in the second sentence of each pair select a metaphor which best expresses the idea conveyed in the first and write the second sentence in proper form:

1. (a) John was a very obstinate boy.  
(b) John was certainly a little (jackass, mule, lion).
2. (a) "Don't be foolish," said the teacher.  
(b) "Don't be a (sheep, goat, donkey)," said the teacher.
3. (a) We can easily lead those people.  
(b) Those (sheep, dogs, goats, horses) will not give us any trouble.
4. (a) They were enemies.  
(b) They were (sailing close to the wind, at daggers drawn, at the parting of the ways).
5. (a) They could no longer agree.  
(b) They had (cut their cables, come to the parting of the ways, got into the wrong stall).
6. (a) What you are doing is quite unnecessary.  
(b) You are merely (carrying coals to Newcastle, crying

ing over spilt milk, burning your bridges behind you).

7. (a) He is an exceedingly changeable man.  
(b) You can't depend on that (butterfly, humming bird, weathercock).
8. (a) I found my friend, Bill, entirely dependable, while almost all of the others could not be depended upon.  
(b) Bill was my only (rock, anchor, mountain, house) in all that (river, breeze, shifting sand).

#### Answers

Grade V (I)—1. apple, milk, 2. Toronto, Ottawa, 3. oars, sails, 4. away, 5. doll, 6. matter, 7. Children, 8. you, sir, 9. knew, course, 10. Oh, 11. story, indeed, 12. milk, eggs, chickens, chickens.

Grade V (II)—1. True. 2. False. 3. True. 4. False. 5. False. 6. False. 7. False. 8. True. 9. False. 10. True. 11. True. 12. True. 13. True. 14. False. 15. True.

Grade VI (I)—1. ill. He 2. tree. He -- weary. He 3. way. She 4. No change. 5. him. He 6. food. She 7. once. She --- cake. Then 8. home. She --- Woods. She 9. No change. 10. wood-pecker. She

Grade VII (I)—1. Omit "as". 2. No change. 3. Omit "when". 4. Omit "although". 5. No change. 6. Put "are" or "were" before "scampering" or change "scampering" to "scampered". 7. Put "is" or "was" before "offered". 8. No change. 9. Same as No. 6. 10. Omit "because". 11. Same as No. 6. 12. Omit "when".

(Note: Upon request, any teacher interested may receive the supplementary material mailed each month in connection with this project. Address your request to the Editor of this magazine, Imperial Bank Bldg., Edmonton, or to Dr. C. Sansom, Provincial Normal School, Calgary.)

## Obituary

### LOUISE SMITH

Calgary teachers were saddened by the death on Wednesday, December 12th, of Miss Louise Smith of the Mount Royal school staff. Ill health compelled Miss Smith to give up work last spring but it was thought a rest would make it possible for her to take up her duties again in September. She was not able to do so, though her condition was not apparently serious until very shortly before her death.

Miss Smith came to Calgary from Brantford, Ontario, in 1911, and had been a member of the Public School staff ever since. With a high sense of duty and a fine personal integrity Miss Smith combined a friendliness and cheerfulness of spirit that qualified her especially for her work as a primary teacher. One of that group of Calgary teachers who in 1914 formed the first Teachers' Alliance in Canada, she had given the most genuine loyalty to her professional organization ever since. She will be greatly missed.

To those who knew her well, it seemed very fitting that the moving and beautiful funeral address should have closed with the quotation: "Well done, good and faithful servant".

\* \* \*

The sympathy of the Alliance is extended to Miss H. J. Campbell of the King George School, Calgary, whose father died on November 26th, after a short illness resulting from a fall in which his hip was broken.

## Problems of Rural Education

G. M. Dunlop, B.A., Camrose, Editor

### A Message to the Teachers of the Rural Schools of Alberta:

The editor of *The A.T.A. Magazine* proposes to devote two pages of each issue to a consideration of the problems of rural education. In these columns will appear articles on the more recent developments in the organization and management of the one-teacher school. Contributions from teachers of rural schools will be printed. Problems of rural school teachers will be answered, or brought to the attention of the readers in an effort to find how other teachers have answered them.

To insure the success of this department the fullest measure of co-operation from the rural school teachers of

this province is needed. This is *your* department of *The A.T.A. Magazine*. By contributing your ideas, experiences, misadventures and suggestions you will add greatly to its value. In time this section of the magazine may become the clearing-house of the best opinions and ideas of teachers of rural schools.

Please do not wait! Write to the Editor about your problems, your successes and failures. Contribute any ideas which, in your opinion, may be of value to other teachers in a similar situation. Let us work together to make the Rural Teachers' Department of your magazine as practical and helpful as possible.

—G. M. Dunlop, Editor.

### THE RURAL SCHOOL SITUATION TODAY

#### 1. The rural school is here to stay.

The rural school is still with us, and will continue with us as long as a large portion of our population is thinly scattered over rural areas. Alberta's wide expanse of agricultural land guarantees the permanence of this situation, and with it the continuance of our rural or one-teacher schools. True, consolidation has brought graded schools into certain of our rural areas. This type of school organization, however, cannot be applied universally. It is practicable only in prosperous and well-populated rural sections, but becomes too expensive a luxury in communities of ordinary wealth and density of population.

The one-teacher school, then, is still with us. In many areas it must remain the only feasible means of furnishing educational facilities for the rising generation.

Is this true elsewhere? Dr. Fannie Dunn of Columbia University wrote, in 1932, of the American situation: "Practically, over four million of our rural children annually attend about 153,306 schools taught by one teacher." Certainly the rural school is still to be found in the United States.

Now for the situation in Alberta. The annual report of the Department of Education for 1933 states: "There were 2,947 one-room schools in operation with a total registration of 66,279 pupils." The total registration for the province was set at 171,445 pupils by the same report. In other words, slightly less than one-third of our school population is enrolled in one-teacher schools.

Is there any immediate prospect that this situation will change materially? This point could be debated. However it is a safe conclusion that, though there may be a steady increase in urban population, the rural areas will remain largely unchanged, and that the rural school will always be an important part of the educational picture.

Since we must accept the one-teacher school as a permanent portion of our educational organization, let us turn to a consideration of the status of rural education. In the main it must be admitted that the one-teacher school has been left to shift for itself. It would not be an over-statement to say that, to some degree, it has been neglected when courses of study have been under preparation. As a result the teacher must attempt the instruction of eight grades (sometimes with one or two years of high school work added for good measure) according to a program of studies suited primarily for graded schools. Loaded down with a multitude of periods, the teaching day, in the words of Horace Mann, "is ground into powder". For the ordinary

child the day consists of thirty minutes of teaching and two hundred and seventy minutes of sitting still. The one-teacher school is admittedly the most difficult of teaching situations. Curiously enough these schools are served, in the main, by our most inexperienced teachers.

#### 2. What has been done to improve the one-teacher school?

The great advances in educational practice of recent years have been the result of the efforts of large staffs of teachers and supervisors found in city systems. There has been no similar body free to study the betterment of conditions in the rural school. Here and there faculty members of American teachers' colleges have struggled with the problem, but on the whole the attitude has been that consolidation or some other development in organization would end the existence of the one-teacher school. As a result developments in rural education have moved at a snail's pace.

However there is reason for hope that this state of affairs is passing. Today there is a growing conviction that, since the rural school will always be with us, its present organization must be improved. Evidence of this is found in the fact that special courses of study for rural schools have been issued in Montana, New Jersey, New York, Pennsylvania, North Dakota and California. However it is not only in the development of ruralized curricula that changes are being made: important changes have been made in the organization of the one-teacher school. These developments will be discussed in this and later articles.

The first two developments fall in the field of the state legislatures. First there is to be noted a growing acceptance of the conclusion that the state must accept a larger share of the cost of operation of rural schools. Several state governments have recently created educational funds from which they meet a large portion of the expenses of operation of the one-teacher schools.

The second of these developments is the enlargement of the unit of administration in rural areas. Many of the states have had the county unit for years past. Reactionary states are now falling into line and providing for the abolition of the small district and the creation of county units. The desirability of this change has been widely discussed in Alberta as a result of *The Baker Bill*. Regardless of the details involved, the advantages of the larger unit are so manifest that we can only hope that its realization will not be long delayed in this province.

But it is in the internal organization of the one-teacher school that the most interesting developments are found. The most troublesome problem of the rural teacher has always been the large number of classes requiring attention,

and the resultant brevity of the recitation periods. In the effort to improve this state of affairs several procedures have been experimented with over at least half a century. Certain of these schemes have proven valueless; others have shown merit. A brief summary follows of these changes in organization of the one-teacher school:

1. Grouping of grades is one of the oldest schemes for lightening the load of the rural teacher. It involves uniting the grades in groups of two, thus reducing the number of classes taught and lengthening the period for recitation. This procedure has lost favor everywhere as it leads to the teaching of an abbreviated course of study and usually ends in chaos.
2. Another outworn panacea for the ills of the rural school is found in schemes involving correlation of subjects. In the hands of an inspired teacher a correlation of Literature, Composition and Spelling might be satisfactory. Such correlations would reduce the number of subjects to be taught, and add to the time available for teaching each subject. However the usual outcome is that the major subject of the correlation receives the emphasis while the minor ones are neglected.
3. Another procedure which has received some prominence recently is the complete individualization of instruction. This involves doing away with the ordinary system of class or grade instruction. Pupils study as individuals under the supervision of the teacher, and are advanced as individuals when they have earned promotion. While this type of organization has resulted in satisfactory progress of pupils in the fundamental skills, at least, grave criticism is made of its effect on the social development of the children.
4. Perhaps the most popular experiment in the re-organization of the rural school is that known as alternation of grades with grade grouping. It consists of the grouping of grades in the following manner: (I-II), (III-IV), (V-VI), (VII-VIII). In the content subjects each group is regarded as being a single grade for purposes of instruction. Thus the number of classes held in these subjects is cut in half. To insure that no gaps in the child's knowledge occur, a two-year cycle of units to be taught is worked out. For example History VI would be taught to the group including Grades V-VI. The next year History V would be given. Under this procedure a pupil would complete the eight grades in the same number of years as at present; he would also have studied every unit provided in the course of studies, although not always in the order followed in a fully graded school. When this system of organization is applied throughout a school the number of periods in the day is lessened, and, correspondingly, the periods increased in length.

This type of organization is not without its faults. What becomes of the failure under such a system? Furthermore, there is the problem of pupils transferring from such a school to a graded system where the units have been taken in the proper order.

The above description of past experiments in the re-organization of the one-teacher school has been necessary as a preparation for a discussion of the most recent development in educational theory concerning the rural school. The next issue of this Magazine will include an article covering this development and entitled, "The Activity Program for Rural Schools".

#### HANDICRAFT IN A RURAL SCHOOL

The article from the pen of Miss Vidah Vauthrin, "Handicraft in a Rural School", which appeared in a recent

issue of this Magazine, has provoked much discussion among teachers. One question is asked frequently; is such work in accordance with the best educational principles? To this there can be but one answer. Such work, enriching as it does the bare course of study, is commendable in the highest degree. However, enthusiasm in its pursuit should not permit it to retard the academic work of the school. Miss Vauthrin has avoided all criticism by requiring the work to be done during intermissions and after school periods. Here she may be regarded as over-conscientious as manual training is frequently included as an academic subject which is taken during school time.

One cannot but feel the interest and sparkle which must have been added to the idea of school in the minds of Miss Vauthrin's pupils. To the boys, at least, school must have become a happier and brighter place.

Enterprising teachers of rural schools might well consider some variations of Miss Vauthrin's procedure. Simple rug making or weaving might be developed in another school by a teacher of different gifts. Other teachers might start some of their pupils at metal working. Alberta is peopled by different racial stocks with widely different native crafts. A teacher in a French community might revive some of the crafts of the villages of old Quebec. A teacher in a Ukrainian district might strive to preserve some of the manual arts of the Ukrainian people.

Would teachers who have had some experience in the field of handicraft in rural schools please send in short accounts of their work to the Editor? Their experiences would prove interesting and stimulating to other teachers.

#### BETTER LIBRARY SERVICE

Two teachers of rural schools in Saskatchewan almost doubled the library facilities of their respective schools by the simple expedient of exchanging libraries.

First of all they made a careful catalogue of the books in their schools. Then each framed a list of books which had not been read in the other school. This list was submitted to the board in each district. The teachers argued the advantages to be gained from a temporary exchange of books and personally guaranteed that the books would be safely returned. With the boards' consent the teachers effected the exchange. As a result the children profited from the wider reading which was made possible.

Possibly there is some teacher who would co-operate with you in a similar venture? Surely Alberta school boards will not prove less willing to encourage such an undertaking!

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## Canadian Teachers' Federation Page

Supplied by E. K. Marshall, Director, Winnipeg.

### FACTS ON SCHOOL COSTS

Research Bulletin No. 10, of the National Education Association, has a timely study of the cost of public schools as related to certain other items.

Among the numerous findings of this study are such interesting facts as the following: The cost of all tax-supported public schools is 3.35 per cent of the national income. Slightly more than two per cent of the national wealth exists in the form of school property. Federal, state and local tax collections amounted in 1930 to approximately 13 per cent of the national income, nearly half of which were made for the support of local government. Annual expenditures for public education amount to approximately 25 per cent of the taxes collected for all public purposes. For each dollar spent for public schools, we spend \$1.35 for life-insurance premiums, \$2.22 for building construction, \$5.00 for the purchase and maintenance of passenger automobiles. The causes of increase in school costs since 1914, in order of their relative importance, are: the depreciation of the dollar, increased attendance and improved services.

### TEACHERS TO GOVERN THEMSELVES

The placing of the teaching profession under a Teachers' Council established along the lines similar to the Medical and Law Associations was strongly urged by the Convention of the York County teachers in their Annual Convention in Toronto recently. Colonel Martin, the President, said that the proposed Council would supervise the choice of those entering the profession, directing the courses of study and training, discipline teachers for unprofessional conduct and set a minimum salary.

Similar ideas have been expressed in other Provinces of Canada.

### RESIDENCE REQUIREMENT RESCINDED

The regulations adopted by the Toronto Board of Education in April, 1925, requiring employees of the Board to reside within the corporate limits of the city, were recently rescinded. Statistics were given showing that 353 teachers employed in adjoining Municipalities resided in Toronto, and it was felt that the Board's former resolution was unfair to the city of Toronto.

### HIGH SCHOOL EDUCATION

Dr. J. Roy Sanderson, in a recent address before the Cosmopolitan Club in Vancouver, declared that in the past the High School was regarded as a preparatory school for the University. Today it is occupied by the 'teen-age boys and girls who seldom reach the higher Seat of Learning. The "credit" system now in effect admits a programme of work fitted to individual needs and affords a better opportunity to success in the particular profession which the student may wish to choose.

### WHITHER DEMOCRACY?

"The destiny of democracy on this continent will depend entirely upon our success or failure in solving the economic problem. If we can now move with reasonable rapidity towards a soundly based and widely distributed economic well-being, essential democracy is not likely to be seriously challenged during the generation. But whether we are to succeed or fail in solving the economic problem is still in the lap of the gods. For all our brave whistling in the dark, we are still far from out of the woods.

In an age of scarcity the poor will endure their lot without undue whimpering, but want will not forever stay docile in the presence of potential plenty kept just beyond its reach by failures in social management. This is why the issue of an economics of plenty versus an economics of scarcity is more than an academic question. The social stability of

the American future is at stake in the choice we make between these alternatives.

To me the most disturbing fact of the time is the number of Americans, in high position and low, who are falling victim to a defeatist mood, apparently assuming that progress has come to a dead end, that science and technology have been too efficient in producing a limitless output at low prices, and that the thing to do is to plan a lesser output at higher prices."

—Dr. Glenn Frank, University of Wisconsin.

### DOMINION EDUCATION WEEK, FEBRUARY, 1935

(Under the auspices of the Canadian Teachers' Federation)

1. **Date:** February 3rd, to 8th, inclusive (Hockey on Saturday).

2. **Requisites:** broad in its appeal; comprehensive in its scope; not offensive to any: lay foundation for the future; have the approval of Federal and Provincial authorities, and Departments of Education; simple; not too much expense involved.

3. **Programme:** centre around one general topic with a division of the subject, and a slogan or text for each day; e.g.: General Topic "Education, a Highway to Living".

**Sun:** Character Building (stress through the pulpit) moral.

**Mon:** Reading—What if all our books suddenly became blank? (Intellectual)

**Tues:** Our Economic Life—Learning for livelihood—(Business).

**Wed:** Art (music, colour, form)—Beauty in Life—(Artistic).

**Thurs:** Health—A healthy mind in a healthy body—(Physical).

**Fri:** Standards—present and future—an appeal.

4. **Broadcasts:** Canadian Radio Commission with half-hour or three quarter hour each day, at 9:30 or 10 p.m. E.S.T.

**Opening:** February 3rd, Governor-General (15 min. at 5 p.m. E.S.T.)

**Mon:** Ministers of Education (10).

**Other days:** Speakers conversant with topics on the programme—University, Business, Professions, Service Clubs (men and women), and on all programmes teachers. (Newspapers say that public does not want speeches).

5. **C.T.F.**—1. Arrange broadcasts, 2. Decide programme, 3. Invite Governor General, 4. Invite ministers, 5. Invite co-operation with National Council of Education, 6. Supply dodgers with programme of the whole and bundle to send as organizations need them.

6. **Methods:** Advertisements in daily and weekly papers, both urban and rural, also preliminary articles in the press: editorials and articles each day. \*Speakers at Clubs. Co-operation of authorities of every organized religious body.

7. **Press:**—1. Advance notices of the "week" and of broadcasts. 2. Mr. Marshall, Publicity of C.T.F.; Mr. Crutchfield, Secretary C.T.F.—send material. 3. Publicity departments of Provincial organizations.

8. **Rural:** \*As above.

9. **Mass Meetings:** On one day in each locality with a programme based on the main topic.

\*10. **Exhibitions:**—1. Central hall in each locality, and in rural schools—art work, hand work of all kinds, etc. 2. Various departments of the government invited to assist as Agriculture, Mines, Forests, etc. 3. League of Nations, Temperance Organizations, etc. 4. Publishers, advertisers. 5. Local Programmes to attract the public.

\*For another year.

## Educational Research Department

Edited by H. E. Smith, Ph.D.

The Research Department will present each month reports of educational investigations carried out by Alberta teachers. Contributions are requested. Communications should be addressed to Dr. H. E. Smith, University of Alberta, Edmonton.

### A PRISON STUDY

Stanley Rands and H. E. Smith

**W**HETHER teaches a child is naturally interested in its subsequent career. Whether it turns out well or ill, achieves eminence or falls by the wayside, the teacher likes to feel in the one instance that her endeavors have not been entirely in vain, and in the other that her best efforts were unfortunately and unhappily ineffective.

The following study concerns children who have grown to adulthood and who are now classed as criminals. The study was undertaken in the summer of 1932 at the Fort Saskatchewan gaol. It represents an attempt to understand something of the childhood tendencies and their subsequent development into the present personalities of prison inmates.

In planning this study two contrasting approaches to the problem were considered: first, a survey of a large population by means of tests, questionnaires, and the analyses of existing prison data; and, conversely, an intensive, individual study of a few selected cases. The first procedure is splendidly represented by the monumental study of Goring—*The English Convict*; the latter by Bjerre—*The Psychology of Murder*. Both approaches have proven extraordinarily fruitful in the understanding of the problems of criminality and of the personalities of different types of offenders. The individual type of study was deemed most urgent at the time and appealed most strongly to the interest of the investigators. On the other hand its demands upon time and technical knowledge were only too well appreciated.

Accordingly, a compromise procedure was adopted. One half day (four hours) was spent privately with each man, partly in routine testing, and partly in personal conversation and discussion. In this manner 129 men were interviewed during the summer and fall. Later a selected half dozen were studied in much greater detail. The testing program averaged about one and one-half hours, leaving usually about two and one-half hours for intimate conversation. The order of the interview was flexible, varying with the necessity for securing from each individual his fullest co-operation. Very frequently some item of test or questionnaire provoked discussion, or elicited the narration of experiences, impressions and information. When this occurred the tests were for the time being forgotten and resumed later. The men were encouraged to speak freely and fully on any matter—past, present, or future—that seemed of interest. The creation of an atmosphere of friendliness and confidence was the first aim of the investigators. In this respect they met with unexpected success. In the testing program only two men failed to co-operate satisfactorily. During the interview periods the readiness of response was a constant source of gratification.

The testing program included:

1. Two mental tests: The Herring Revision of the Binet-Simon Tests (language tests); and the Healy Picture Completion Test, No. 2 (non-language).
2. The Stenquist Mechanical Aptitude Test, Series 1 (a performance test).
3. An information test of 25 items (revised and adapted by the writer).
4. The Woodworth Psychoneurotic Inventory.
5. The Otis Self-Administering Test of Mental Ability, Intermediate Form. This was given for check purposes to a small number who were obviously capable of doing a written test.

The interview program was designed to secure as much information as possible regarding:

1. The family background of each individual—parents, remote and near relatives, family attitudes and relationships; marriages, divorces, separations; home attitudes; social affiliations, economic status, parental occupation, number of children, and the home attitude toward children.
2. The individual's own conditions of birth, infancy, childhood, schooling, social relationships, emotional development, habits, first escapades and delinquencies, ages of leaving home and school, and present connection with home.
3. Also his own life history after leaving home, occupations, marriage and marital relations, children; history of delinquency and crime; present attitude toward work, church, society, religion, courts, law, and social institutions generally; prospects and hopes for the future.

During the more formal testing period answers were recorded verbatim. During the informal conversation periods note-taking was reduced to a minimum. After the interview the "case" was written up in final form.

Two checks upon the authenticity of the prisoners' stories were available. First, the record of each man covering all convictions in Canada and the United States. It was felt that if this least creditable part of a prisoner's story were truthfully related, it might be fairly assumed that the account of other events of his life might be accepted as approximating the truth. In remarkably few instances was there obvious intent to distort or conceal the crime facts. In the longer records there were frequent omissions in the narrative—omissions due sometimes to lapses of memory ordinarily expected regarding events long past, and due in other instances to a feeling that minor items were unworthy of comment. In general, however, the official catalogue was faithfully reproduced with, naturally enough, illuminating personal reference and interpretation. In several instances crimes were detailed which did not appear in the records at all.

A more limited check upon the authenticity of the stories consisted in unofficial information gleaned incidentally by the warden and his assistants regarding the life histories, habits, and family relationships of the prisoners. Contrary to the anticipations of the investigators, the men, with few exceptions, were found to be remarkably frank and truthful in recounting their life stories.

A final word must be said regarding the basis of selection of cases. In the first place it seemed desirable to leave out casual or accidental offenders—men serving a first sentence for drunkenness, vagrancy, and the like. In the second place foreigners who spoke no English had of necessity to be excluded. And finally, since we were seeking, as it were, for first beginnings, causal factors, of crime, it was thought best to concentrate upon younger men whose memories of childhood and its early difficulties would still be fresh in mind. The resulting selection consisted in the main of youthful, English-speaking, men who had had at least one previous conviction.

To give the reader a clearer picture of the type of man studied, the hypothetically average individual may be described as follows: present age 27, I.Q. 73, serving his third sentence on a two month term, the charge being some form of theft; came from a broken home, one of 5 siblings, of laboring or farming parents living in marginal economic

circumstance; reached a school grade of 6:5, left favorably impressed by the school, present general information being equivalent to that of a Grade VIII child; personality extrovert, in emotional tone mildly depressed; began work voluntarily at age 15:3, left home definitely at 18:2, held numerous employments as unskilled laborer, now a drifter, with slight prospects of successful future employment; unmarried, recognizing no family responsibility of any kind, and unconcerned about helping to support any social institution.

In our next instalment we shall present a few typical life histories illustrative of some factors predisposing to delinquency in youth.

### Nationalism in the Schools

W. King—Redcliff

**H**ON. BERTRAND RUSSELL, eminent English philosopher, has stated that nationalism is the chief force impelling our civilization to its doom.

"If men choose," he says, "education could produce a sense of solidarity of the human race, and of the importance of international co-operation. The vehement nationalism from which the world is suffering could be extinguished within a generation if history was taught in exactly the same way in all countries of the world, if it was world history rather than national history, and if matters of cultural importance were stressed rather than wars. The nationalism which is now everywhere rampant is mainly a product of the schools."

This is, indeed, a scathing indictment of our system of education. If it is true, then it is high time that something was done about it. Certainly evidence is not lacking to impress us with the fact that nationalism has been one of the primary factors that has brought modern civilization to the very brink of destruction.

Since the capitulation of the central powers in 1918, leading statesmen of the world have held conference after conference in an effort to reach a war debt settlement, and to prevent a repetition of the awful struggle. Let us see just what has been accomplished "fifteen years after".

In the first frenzy of post-war hatred and stupidity indemnities were stipulated by the Treaty of Versailles which could never be exacted. The reparations agreement called for Germany to pay enormous contributions for an indefinite period. With the total collapse of the value of the mark in 1923 Germany was forced to call a halt. The Dawes Plan was then agreed upon whereby the Allies consented to loan Germany an amount sufficient to stabilize her currency, while the latter was bound to pay \$500,000,000 for the next five years. This was only a temporary arrangement. The total amount of reparations to be paid was still left unsettled. In 1928 Germany demanded that a fixed sum be set. The Young Plan set it. By this agreement Germany was to pay \$410,000,000 for another thirty-seven years. This would make "payment in full" for "war guilt" admitted by Germany in a clause of the Peace Treaty. Four years ago, however, Germany found herself totally unable to make any further payments and it became necessary to grant her a year's moratorium. She later announced that it would be quite impossible for her to make any further payments whatsoever. So ended, for the time being at least, the reparations fiasco.

In the meantime most of the world's supply of gold had found its way into the coffers of either France or the U.S.A.

The monetary system became disrupted, the purchasing power of countries declined, international trade dwindled, and unemployment increased to such an extent that finally a world economic conference was feverishly called at London. That no agreement was reached on any of the major issues is largely due to the fact that it was a conference of statesmen each out to get the best possible bargain for his own country. A conference of experts not responsible to the wiles of national selfishness would have done much better. But they would have had no power to act. So the smoothing out of economic ills ended as badly as the reparations question began. All the conferences in the world—and there have been over fifty international gatherings in the last fifteen years—cannot eradicate the intense distrust which characterizes the nations today.

It appears that if we are going to get anywhere, we must foster new ideas of international goodwill. The fitting place to start is with the rising generation. If the war was ours, the peace must be theirs. A different spirit must pervade education.

In 1931 the ordinary day schools in Canada had a total enrolment of 2,106,878 pupils. This represented between one fifth and one quarter of the entire population of the Dominion as given by the official census that year. Of this number approximately thirteen per cent belonged to the high schools. There were 64,880 teachers employed to give instruction at an annual cost of sixty-six dollars per pupil. The above figures are quite exclusive of pupils or teachers in the technical schools, agricultural schools, normal schools, business colleges, Indian schools, private schools, evening schools, or universities.

What slant on world affairs is this vast army of youth being given? Is any effort being made to give them an insight into the problems facing other peoples? When they leave school will they be free from prejudice and racial antagonism? Will the costly lesson of the world war and the subsequent bitter experiences which followed in its wake, be indelibly stamped in the minds of these trustees of posterity?

Each province in Canada has its own educational system and consequently its own course of study. This makes it difficult to lay down a general formula as regards policy in education which would be applicable to the Dominion as a whole. It can be said, however, that no serious effort has been made in any of the provinces to bring either the content of the history course or its method of presentation more in line with modern requirements and tendencies. In the public schools it is still customary to give a smattering of English and Canadian history only. The scope broadens as a rule in the secondary or high schools where courses are offered in general and constitutional history. The general history involves a survey of the progress of mankind from prehistoric days to modern times with emphasis on the Greek, Roman, and Modern Eras.

This is a quaint, antiquated system which has long since outlived its usefulness, if it every had any. All the history courses at the present time are greatly in need of a good overhauling. Historians writing school texts in an effort to make the material interesting have emphasized too much the heroic elements. Text-book heroes are mainly great soldiers, and pupils are getting the impression that the greatness of a country lies in her military power. When pupils think of the British Empire they think in terms of Nelson and Wellington, not in terms of Shakespeare or Newton. The teaching is too much of a sort to glorify everything connected with war—great warriors, conquests, and treaties. Errors of the state are not frankly discussed: underlying motives for the most part are passed up. There is always the inclination to minimize mistakes and moral delinquen-

cies. The courses are too much of a type to be, as an English professor said, "one part history and three parts propaganda for a nationalism that is little more than pooled self-esteem."

The public school courses are much too narrow in scope. Students fail to realize that other nations as well as our own have contributed to world progress in art, literature, science, and everything else that makes life worth living. Evil results of war are not sufficiently stressed and children are given very little grasp of the machinery for peace. The problems facing other peoples are altogether ignored.

In Canada, as elsewhere, no concerted action has been taken to broaden the point of view of the history and customs of different peoples so that international relations may be built on a solid foundation of mutual understanding. Pupils are not being taught to get the ways of life and thought in other lands or to recognize the characteristics peculiar to the races.

The peace of the statesmen will have to be augmented by the peace of the people. This can only be possible through the proper education of the rising generation. International co-operation must replace national selfishness. History now needs a new interpretation and it is not getting it in Canadian schools. There should be some effort made to extend ideas of citizenship and to inculcate a realization of duties to a new world state.

Dr. H. M. Tory, a former president of the University of Alberta, now president of the National Research Council and of the League of Nations Society in Canada says in this connection:

"Broadly speaking I think it can be said that history has been taught in the past in our schools almost entirely from a nationalistic and semi-propagandous point of view, so that, insofar as the mental life of the average boy finishing his school career is concerned, he would have very little knowledge of the comparative value to civilization of the activities of nations other than his own. The same could hardly be said, however, of history as taught in our universities, as a detailed study, even of a small period of history, must necessarily relate the activities of various nations to the progress of humanity."

Statesmen can make little progress without the mass of people. What is needed in the schools is more light on the causes of international rivalries and on the specific problems confronting the governments. History, geography, political economy, sociology, and civics are all branches of learning that are involved. This should in no way interfere with honest pride in the achievements of one's own race, for a citizen must be able to love his own country to be a lover of a larger brotherhood.

The best attempt at giving Canadian students an honest interpretation and a broad outlook on international relations is being made by the province of Nova Scotia. Their course states, "it is not too much to say that international goodwill may be fostered inside the schoolroom if unpleasant truths of history be intelligently explained, and inter-racial outbreaks of past times be both frankly confessed and condoned. Outstanding examples showing what the biased school history is capable of, are not wanting. History is today one of the great essentials in training citizens who are not only intelligently loyal to their own lands but who are possessed of a broad tolerance and goodwill for other lands as well."

This at least is a start. But only a start. The weakness lies chiefly in the fact that while the more important aims of history are being given recognition, the actual course for

the most part is mapped out along traditional lines. It is encouraging to note, however, that provision is made for such topics as: the League of Nations and its efforts towards peace; benefits Canadians receive as citizens of a world community; the causes and effects of war; and the advantages of peace. Little is being done along this line in the public schools of Ontario and Quebec. The Far West provinces also cling tenaciously to pre-war cultivation of a narrow nationalism.

Attempts are being made by organizations outside the school to do the work which properly belongs to the institutes of learning.

There is, for instance, the Canadian-International Youth Movement which has for its motto, "International Peace through International Friendships". This organization, while only in its infancy here, is patterned after European precedent. It aims to link the youth of Canada with existing movements in Europe by an exchange of students through private homes where our people meet British, French, German, or Spanish youth in their national everyday environment. Another object of the League is the promotion of educational lectures on such topics as: trends in modern education; international relations; travel; and school and home life in foreign countries.

Then there is that splendid fellowship of youth organized by Lord Baden-Powell in 1908 which recognizes no race, no creed, no caste.

What could be finer in the annals of history than the great Boy Scouts' Quadrennial Jamboree where black, white, yellow, and brown boys meet to exchange experiences and to learn to know each other better?

At Arrowe Park, Birkenhead, in 1929, and again at Godollo, near Budapest last year, nearly 50,000 boys representing some forty different nations met together under the banner of friendship, free from prejudice or racial antagonism. A veritable boys' League of Nations it proved to be. There were Arabs from Morocco, black boys from the Gold Coast, Latin Americans, British, Natives of Jamaica, Kenya, Barbados, Ceylon, Sons of former enemies—Austrians, Belgians, Germans, Greeks, Finns, Turks, Russians—as well as representatives of the newer nations such as Latvia, Esthonia, Czechoslovakia, and Lithuania.

How many of Canada's two million scholars even know about this great meeting, we wonder?

In all the deliberations at any international conference it is quite apparent that even men of great intellectual calibre have viewpoints exactly opposite in regard to some of the great problems confronting them because certain influences have been brought to bear in extreme youth which determined the course they eventually followed.

If this state of affairs is to be overcome, and it is imperative that it should be, it will mean that the League of Nations itself must take a hand. Something has already been done by the Toronto Branch of the Women's International League for Peace and Freedom to sponsor a survey of existing Canadian texts. World histories which could be used in the schools of all nations should be compiled by the League of Nations, giving a faithful account of the necessary historical events and international relations, for only upon the accuracy and impartiality of the record of the past can we hope to foster that international goodwill on which the future of our civilization must surely depend.

## The World Outside

Current Events' Committee

MISS M. B. MOORE, M.A.

J. D. FERGUSON, M.A., Director

MISS R. J. COUTTS

### FRANCO-GERMAN RELATIONS

**S**ANITY emerges in the Saar. A committee consisting of Baron Pompeo Aloise, the chairman, Senor Lopez Olivan of Spain and Ambassador Cantillo of Argentina, were mandated by the League of Nations to submit proposals through which a Saar settlement might evolve. The committee has gone further afield and has accomplished almost un hoped for results.

On December 3rd the committee issued an official statement which stated that Ambassador Chas. de Chambrun of France and Ulrich Von Hassel of Germany came to an agreement on questions political and financial arising in the Saar. It is hoped it will end in a satisfactory settlement of the Saar problems. Facing the political aspect Germany guarantees:

1. To extend to non-voters in the Saar the same standing as that of voters.
2. All to have equal rights to social insurance and state assistance.
3. The Saar inhabitants to have equal rights regardless of language, race or religion.

Financial accord was reached on the understanding that Germany pay to the French government nine hundred thousand francs, approximately fifty nine million four hundred thousand dollars, together with eleven million tons of coal, as the purchase price of the mines. An agreement with regard to method of payment which would not interfere with Germany's foreign exchange, was also reached.

The problem of policing the Saar during the period when feeling is tense as the voting day approaches, has been a burden of anxiety to Governor Knox. Happily this burden has been lifted. The way out lies through international co-operation. This way has been opened up and the anxiety is allayed. On December 5th came the offer from Great Britain to police the Saar. This was accepted by the French, who announced their intention of withdrawing their troops. On December 8th the League formally gave sanction to dispatch an international army to patrol the Saar—this army to consist of troops from Great Britain, Italy, Sweden and Holland. The force in control is officially known as "The International Force" and will be placed under direction of the League Saar Governing Commission, the head of which is Geoffrey G. Knox. A special commission composed of representatives of Argentine, Italy, Spain, Great Britain, the Netherlands and Sweden are detailed to determine the size of the force and the plan of financing it.

Further hope of improved Franco-German relations is based on the interview given by Premier Laval, French Foreign Minister, to General Ribbentrop, special representative of Chancellor Hitler. French war veterans, who exercise considerable political influence, regard favourably direct rapprochement with the Reich. General Ribbentrop had conference with representatives of all important veterans' associations. Another incident worth noting forecasts a growing spirit of moderation—General Goering, in a speech delivered near Essen, emphasized the necessity of German and French ex-service men getting together to come to an understanding.

### THE BALKAN PROBLEM

Across the stretch of four hundred miles of border lands Jugo-Slavia and Hungary, like two adolescents, glare at each other with clenched fists and blood in the eye. With rage in the heart creating vengeance in the mind, reason is banished and passion dictates action. Each blind to his

own transgressions magnifies those of the other. They hurl recriminations the one at the other, which each denies and the other affirms. Hungary is guilty of terroristic activities and of harboring and cherishing those who would do her damage, Jugo-Slavia charges; while Hungary retorts, accusing her Southern neighbor of frightful cruelties. Her nationals dwelling in Jugo-Slav territory are driven from their homes without consideration for helpless infants, the aged or the sick—while dozens are shot down by Jugo-Slav troops that have invaded her soil.

Why these bitter recriminations and animosities, stirring the emotions to volcanic energy? The assassination of King Alexander of Jugo-Slavia in October at Marseille in France by the hand of Macedonian terrorist. Terrorism begets terrorism and is itself borne of despotism. From their seat of power dictatorships resort to terrorism. There are those who think that "The rich harvest of terrorism" resurgent in the Balkans is a continuation of the World War in underground fashion, due to resentment against the boundaries set by the Versailles Treaty. On the other hand the war born nations regard any threat to their integrity by revisionists as cause for war. So there still lies in these lands tinder for future fires.

As to the present flare-up, a committee consisting of Pierre Laval, French Foreign Minister, Captain Anthony Eden of Great Britain and Baron Pompeo Aloise of Italy have had the matter under consideration for some time. After much consultation, much careful and anxious thought they have evolved a conciliatory resolution submitted by Anthony Eden, which received the unanimous approval of the League Council.

The peace resolution in brief, as published in *The Christian Science Monitor* follows:

1. Assassination of "the knightly" King Alexander of Yugo-Slavia and Foreign Minister Louis Barthou of France, "the unifier" at Marseilles, Oct. 9th branded "odious crimes" and sharply condemned.
2. Duty of every state "neither to encourage nor tolerate" "terrorist" activity against any other state, but to "prevent and repress" such activities.
3. Members of such an organization as the League of Nations expected to respect "territorial integrity" and "political independence" of other member states.
4. Yugoslavia's allegations regarding Hungary's failure to handle "terrorist" activities focussed from its territory on the neighboring state of Yugoslavia set forth.

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5. Suggested that Hungarian officials individually may have failed to take proper action to suppress "terrorism".
6. Hungary asked to investigate charges that Hungarian officials aided and abetted the "terrorists" communicating its subsequent action to the League.
7. The Hungarian government expected to take appropriate "punitive action" in the case of "any of its authorities" "whose culpability" is established.
8. Committee set up to study plans for a convention to suppress "conspiracies or crimes committed with political and terrorist purposes".
9. French plan for an international penal tribunal to have jurisdiction in such cases, to be studied by this committee.
10. The following Governments invited to supply the membership on this committee: Belgium, Great Britain, France, Hungary, Italy, Poland, Roumania, Spain, Chile, Switzerland, and Soviet Russia.

The committee is receiving plaudits from all people. This accord marks a signal success for the work of the League of Nations and holds promise for greater accomplishment in the future.

### SPAIN

Spain like many other parts of the world has since 1930 seen troublous times. The advent of the Republic in 1931 seemed to us on this continent an event long overdue. Its constitution made rapid changes—abolishing the monarchy, the old nobility and severing church and state. These were giant strides. How was Old Spain to keep step with such a pace? The new constitution proclaimed the equal rights of every religious group to worship and believe as they pleased. The most sweeping change however and the one which disturbed most the serenity of the people was the attack on the religious monastic orders.

Legislation was passed designed to take the education of the people entirely out of the hands of the church. These rapid radical changes were mainly due to the energy of the leading spirit of the revolution, Senor Manuel Azana. Upon the consummation of the republic Senor Alcala Zamora was elected President and Senor Azana became Premier. Azana regarded the church in the light of a brake upon the wheels of progress. Its domination he believed to be implicit in its control of the schools. The attack was a frontal one.

Azana was himself educated by the monastic orders. Before his rise to political power, before he became the moving spirit of the new Republic, before the Republic had taken form at all he had published a book entitled "The Garden of the Monks" in which he attacked education as directed and conducted by the church. Indeed there was much that would lead one to infer that Republicanism in Spain was a revolt against clerical domination and against the medievalism perpetuated through the influence of the owners of vast landed estates. The Republic claims to be founded on the principle of political, intellectual and religious liberty. It proposes also to give protection to the working people through social reforms bringing about the economic betterment of workers in towns and villages throughout the land.

Under the Republic labor reforms were instituted. A minimum wage was adopted, a compulsory labor tribunal established—the latter composed of two workers, two employees and a chairman appointed by the government. Under Azana's Premiership Senor Cabellero, leading socialist, was Minister of Labor and chairman of the Labor Tribunal. Naturally his decisions leaned towards Labor. This fact led to grave displeasure on the part of the employers. But it was not labor legislation that was the chief factor in Azana's decline in popular support. It was indeed attributable to the extreme measures to which he resorted in order to wrest from the church at one stroke, control of education. Too

sudden a departure from the historic process of development of the Spanish people would defeat the purpose it was meant to further. Psychologically, it was a mistake—Azana was in error.

One writer, critical of the administration of the new Republic under Azana says: "One sees reason to rejoice in that the advent of the Republic gave opportunity for self expression to Spanish liberals, while regretting the illiberal acts which stained the first two years of its existence. Senor Azana's government broke their own constitution, suspending newspapers for months, arrested on suspicion, imprisoned for long periods without trial." It too often happens that those who uphold liberalism on principle, when tested in position of control fail to apply those liberal principles in treatment of those to whom they are in direct opposition.

Henceforth Azana's popularity began to wane. In the elections of November 1933, power fell from Azana's hands. Sixty-five per cent. of the electorate registered opposition. His successor in office was Senor Alizandro Lerroux, leader of the moderate radicals, and who now received the support of the Conservative and the Roman Catholic parties.

This swing to the right was followed by discontent and unrest among the workers, the peasant on the land and the proletariat in the city. They complained that the Lerroux government has ceased to enforce the labor legislation initiated by the Republic. They also charged that the government subjected the socialists and workers generally to grave injustices.

In Spain there is degrading poverty among the workers both in the city and among the laborers on the estates. Agricultural workers in many parts of Spain work from dawn to dark for what is equivalent to twenty or twenty-five cents a day. This in spite of the fact that labor laws passed by the Republic fixe the minimum agricultural wage at several times that amount. The fact is that labor legislation has been very generally disregarded, and that the standard of living has slumped back to such a degree that much suffering is entailed.

Compared with Anglo Saxon standards the Spanish worker lives in miserable poverty, sometimes he receives not more than a third of that which a French worker receives. It is this condition of poverty which induced the workers and Socialists to put their case to the test of a general strike and the guerilla warfare which accompanied it. The strike failed, of course, and Senor Cabellero and many others of the socialist leaders are in hiding, or in prison, or in exile, as a result of their uprising. One may recall that it is not long since Premier Lerroux and President Zamora were both confined in prisons.

It is said that it is characteristic of Spanish politics that the swing is from left to right and from right to left, finding it difficult to strike a balance. The left Republican leaders are in prison too. They are accused of complicity with the socialist uprising. Senor Azana says that the failure of the Republic to found itself firmly is due to the fact that Spain is still feudalistic in its organization, and therefore there is no strong body of middle class people upon whom republicanism naturally relies for support.

Even monarchists agree that the need today in Spain is agrarian reform. The great land owners though opposed to Republicanism believe that agrarian reform in Spain must come if only to ensure against development such as that experienced in Russia. At present the future of Spain is much debated. President Zamora maintains that while he is President there will be no dictatorship. However, the President has linked his rule with that of the Conservatives and the Roman Catholic action parties. At the head of the Accion Popular is Senor Gil Robles who is regarded by not a few as a potential Mussolini. There is also a popular opinion which regards Robles, not Lerroux, as actually in

the seat of control. Common consent gives Robles the leadership of the conservative forces in Spain. He has behind him the support of an enthusiastic youth movement. He is regarded as one of the men who shall shape the future of Spain. Another question arises—does this faction believe in the perpetuation of those principles upon which the initiators of the Republic of 1931 attempted to build? The answer of course is evident. The second Spanish Republic, near Fascist in character, is now in the saddle.

#### NOBEL PEACE PRIZE WINNERS

The recipients of the Nobel Peace Prize for the years 1933 and 1934 are both world figures. Sir Norman Angell, internationally known as the author of "The Great Illusion", published just prior to the World War, though received with a fierce storm of criticism at that time, has in later years been recognized as the herald of a great truth—war benefits no one. Sir Norman is lecturer on economics and international affairs. He advocates universal reduction of armaments and stresses the need of re-educating the world in the fundamentals of co-operation and of economics.

Arthur Henderson wins the honor for 1934. His patient persistent and insistent work for peace, as head of the disarmament conference has won the admiration of all. He has been untiring in his efforts to create a spirit of understanding and good will among the nations. Mr. Henderson has been for years Secretary of the British Labor party. He held the office of Foreign Minister when labor formed the government in 1929-1931.

#### THE CHACO

The Chaco presents another long problem before the Council of the League of Nations. For two years and a half war has been waging between these two South American Republics, Bolivia and Paraguay. It is the old, old dispute of borderlands and boundaries. It is not a simple boundary question in the Chaco jungle with which they are faced. Riches in the shape of oil deposits are suspected to be stored there and the lust for possession has a stranglehold. It would seem however, that in this case any definite boundary lines are non-existent. The Chaco committee, charged by the League to make investigation regarding this point, report that Bolivia and Paraguay have never since their independence defined their boundaries. Therefore the attempt to name the aggressor fails—and blame must be attached to both.

Non-League members, U.S.A. and Brazil are invited to co-operate, in such manner as they deem appropriate, with the League Chaco commission. The League demands: (a) that the belligerents immediately cease hostilities, (b) the formation of a neutral zone, (c) the enforcement of an arms embargo. At present Paraguay is winning ground and cessation may come through sheer exhaustion.

The Chaco dispute dates back over a long period of time. But Bolivia chafes from another grievance. She has long felt that an outlet to the sea, a port of her own on the Atlantic or Pacific, is a necessity to her national existence. In a final settlement Bolivia would in all likelihood insist on this, to grant which would involve either her neighbors Peru or Chili on the West or Argentina on the East. To further complicate settlement there are the alleged oil interests, oil companies holding interests and privileges in the Chaco. These are credited with having done much towards financing the struggle. There is no doubt that the Chaco problem has far reaching entanglements, which can hardly be confined to the states engaged in the conflict. It has proved a puzzling problem and the end is not yet.

## Local News

#### ANDREW-DERWENT DISTRICT

A well attended meeting of the Andrew-Derwent District Association was held on Saturday, November 24th, in the Willingdon School. Mr. F. Hannechko, President of the Association, opened the meeting with brief remarks, stressing the importance of district units. Mr. H. Kostash acted as Secretary, due to the absence of Mr. J. T. Worbets.

A resolution was passed that nominations for candidates for the Northern District Representative to the Alliance be made through the Andrew-Derwent District Association, and that every local within the organization be given a right to nominate the candidate, and that a transferrable ballot be taken through all the locals, and the person getting the majority of the votes be then the official nominee for the Provincial Executive vacancy.

At the end of the business session, the meeting was mainly devoted to the addresses which were given by Prof. Alexander, Mr. Ainlay, and Mr. Barnett.

Mr. Ainlay gave an interesting talk on the teachers' problems. He emphasized that the teachers must be interested in the products they turn out. Let them encourage among children the idea of exploration, rather than taking anything for granted. He also stated that teachers should read and note the changes of the world or otherwise they neglect their functions.

Mr. J. W. Barnett, General Secretary-Treasurer of the A.T.A., reviewed the work of the Provincial Executive, which appeared before the Rural Education Committee. He dealt with the A.T.A. policies in regard to the certification of teachers, term contracts, pension scheme, Inspectors' reports, overcharged teacherages (kennels), and boarding accommodations.

The meeting continued after supper, when Prof. Alexander, of the University of Alberta, gave a very intellectual and inspiring address. He dealt with the "Educational Adjustment to a Changing World", where he showed that the real purpose of education is to fit people for the job of living. This is the age of machine, which eliminates the worker who is the last troublesome person in the capitalistic world. Amusing feature of yesterday is a practicality now. Hence education is for leisure.

Dealing with the entire course Prof. Alexander stated that arithmetical calculations in the future will be more mechanized. Spelling should have a sensible system, avoiding oldtime words. History and Geography are two great social sciences, of which the former is the most fascinating story of how we became. The emphasis is wrongly placed if the children hate them. Nature Study and Art are sometimes called the "frills" of education. These may later become the heart or centre of education. Wider teaching of Music and extensive use of Drama may be expected in future years.

Socialism is a fraction of social science. Every child should be oriented in economic life. It is the duty of every teacher to explain, and not to stress on any phase of "ism". In concluding Prof. Alexander stated that education should keep up with the changes.

Misses Goshko and Olinek introduced a variation in the programme of the day. Their contributions were vocal and piano solos.

The new executive for the ensuing year consists of the following members: President, Mr. F. Hannechko, Willingdon; Vice President, Miss J. Goshko, Myrnam; Secretary-Treasurer, Mr. Wm. Tomlyn, Willingdon.

The next meeting of the district association will be held at Myrnam.

After the meeting, a dance was held in the Willingdon Hall. This proved to be a great success, judging by the large attendance. Only one regrettable part of the social evening was that it did not last long enough—being a Saturday night.

#### WILLINGDON

The Willingdon A.T.A. Local held their monthly meeting in Willingdon on the 7th of December.

Mr. Wm. Moisey gave a slant on the finances of the farmers of the provinces of the west and he felt that the debt situation was insolvable, due to the fact that primary products' returns are not sufficient to meet the interest on the loans.

Mr. Kostash, the Local's President had the honor bestowed upon him of being appointed the link between this local and the Andrew-Myrnam District Association.

The meeting then adjourned only to turn to the evening's amusement and a sumptuous lunch which was enjoyed by all.

All this lovely programme was ably administered at the home of Mr. and Mrs. Wm. Tomy by the host and hostess aforementioned.

A bridge drive will be held on January 26th, 1935, in Willingdon. All teachers wishing to join the Local are cordially invited.

#### BEAVER RIVER

A meeting of the Beaver River Local was held at the Larkin School on Saturday, November 17th. Due to the small attendance very little business was transacted but a very enjoyable evening was spent at cards. More than full justice was done to the big lunch served by the host, Mr. Marsh.

#### MAGRATH

We are pleased to note that the teachers of the Magrath Public and High Schools have organized a Local Alliance with the following officers: President, Walter Brown; Vice President, B. W. Dow; Secretary, Doris Jensen.

#### DERWENT

A meeting of the teachers of the Derwent District was held in the Dunn Lake School on Friday, November 16th. Mr. J. Hughes, Past President of the Derwent A.T.A. Local, was Chairman and Mr. J. W. Melnyk was secretary. Mr. Hughes gave a very interesting and informative talk about the possibilities for teachers to train the pupils to think which ultimately would lead to the improvement of the present social order by other than revolutionary means. He also pointed out some of the defects in the modern educational system.

After this speech it was resolved to form an A.T.A. Local again. A constitution was drawn up and a new executive elected with: President, Miss D. Kryskow; Vice President, Mr. W. A. Sakowsky; Secretary-Treasurer and Press Correspondent, Miss K. Currie. It was decided that meetings be held on the second Saturday of each month at 2 p.m.

After the business of the meeting Miss Kryskow entertained the guests at bridge and music. A delightful lunch was served to end a perfect evening.

#### CARDSTON

A Local Alliance is now functioning at Cardston, under the following Executive: President, Grant G. Woolley, Cardston; Vice President, Ovan Hicken, Raymond; Secretary-

Treasurer, Miss Norma Smith, Cardston; Press Representative, Reid Kirkham, Raymond.

#### COLEMAN

The November meeting of the Coleman Local A.T.A. was held in Central School.

Five new members were welcomed.

A very interesting book review was given by Mr. R. Spillers.

Then followed a delightful duet by Miss G. Brown and Mr. J. Cousins.

Mrs. Clifford entertainingly reviewed the "News Highlights" of the last month.

Refreshments and a sing-song brought a most enjoyable meeting to a close.

#### VILNA—BELLIS

The December meeting of the Vilna-Bellis A.T.A. Local was held in the Low Level School, at the kind invitation of Mr. M. Kully.

The first part of the evening was spent in chatting and listening to the radio in the teacherage. Shortly after nine o'clock when all the members had arrived, we went to the school house to hold the meeting.

Minutes of the last meeting were read. Discussions on the Oratorical Contest were carried on. A committee consisting of Mr. S. Hawreliak, Mr. M. Kully, and Miss Phillips was elected. Mr. Hawreliak gave a short talk on "The value of an Oratorical Contest."

There was also a discussion on sports, but further plans will be made next year.

After the meeting the host, Mr. Kully, and his sisters served a delightful lunch. Lunch over, various games were played. Those present were Misses P. Batiuk, N. Batiuk, M. Phillips, A. Savich, M. Nekoliczuk and S. Milligan, Messrs. Kiriak, Sharek, Yatchiw, Hawreliak, Seridiak, Kachuk, Kully and six visitors.

#### HAIRY HILL

On the 15th of November the Hairy Hill Local met at the Watsford School for the monthly meeting. The program consisted of an outline for the Teaching of Geography with the aid of Maps by Mr. D. Chrapko. Mr. N. Tkachuk spoke on art in the primary grades. The meeting was then concluded by a very interesting lecture on Education in Russia by Mr. L. L. Kostash.

After the intellectual part of the program the members were well feasted by Mr. and Mrs. Chrapko. In the evening a dance was held at Kaleland where everybody had a good time.

\* \* \*

On the 15th of December the Local met at Shepenitz School. As a change in the programs on Open Forum Debate was held. The Resolution "that Nationalism is of greater benefit to progress than Internationalism", was ably supported by Mr. P. Shavchuk, Miss F. Ewasiuk, Mr. N. Tkachuk and Mr. W. Lazaruk; while the negative side was upheld by Mr. W. E. Kostash, Miss M. Maksimiuk and Mr. L. L. Kostash.

Supper was then served by Miss R. Pawliuk and Mr. W. Lazaruk. After the turkey had been disposed of the meeting adjourned.

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**EDMONTON**

A mass meeting of the Edmonton Public and High School Locals of the Alberta Teachers' Alliance was held on Friday, January 11th, 1935, the following resolution was unanimously passed by each Local voting separately:

WHEREAS it is apparent from the published statements regarding the finances of the city, the province and the Dominion, that there is a definite upward trend in the financial situation, and

WHEREAS many school boards and other public bodies, and industrial corporations throughout the Dominion have already made partial restorations of salaries, and

WHEREAS official government statistics indicate an upward trend in the cost of living, and

WHEREAS the work load of teachers in this city has increased greatly during the past three years, and

WHEREAS we believe that the best economic interests of our city, during this period of apparent recovery, will be served by restoring to general circulation among the merchants of this city at least part of the monies at present deducted from teachers' salaries;

THEREFORE BE IT RESOLVED: That this meeting instruct the adjustment committee as follows:

(1) Insistence on retention of present salary schedules and increments;

(2) Press for immediate restoration of salary reductions;

(3) Press for discontinuance of part payment of salaries in Edmonton City Bonds.

**DOMINION BUREAU OF STATISTICS**

The Dominion Bureau of Statistics announce the publication of the 1935 edition of the Official Handbook of

Canada, which will be ready for distribution early in the New Year.

The Handbook describes the present economic condition of the Dominion in nineteen chapters, dealing with all phases of the country's economic organization, and statistics are brought up to the latest possible moment. The text is accompanied by a wealth of pertinent illustrative matter, which adds to the interest of the subjects treated. The frontispiece has been specially designed to commemorate the Silver Jubilee of His Majesty's accession to the Throne, which is to be celebrated on May 10th, 1935, and a message from His Excellency the Governor General accompanies a recent photograph of the King.

The price of the publication is 25 cents per copy, which charge covers merely the cost of paper and actual press work. A special price concession has been authorized in the case of teachers, bona fide students, and ministers of religion, since past experience has shown that considerable use has been made of the publication for educational purposes, and it is the policy of the Minister to encourage such use. To such individuals, therefore, the price is set at 10 cents for one copy. Postage stamps are not acceptable, and applications should be addressed to the King's Printer, Government Printing Bureau, Ottawa, Canada, and since the supply is strictly limited for both the 25-cent and 10-cent classes, early application is suggested.

**Our Teachers' Helps Department****OUTLINES FOR FEBRUARY**

(Through the courtesy of the Calgary Public School Board)

**GRADE I Reading**

Finish authorized reader with A class. At least one other book should be read by A class, and part of an extra one by B Class. Stress thought-getting in all Silent Reading lessons. Phrase and sentence practice rather than too much word drill.

**Language**

Use three questions to secure three connected ideas instead of two. Try to secure less formal sentences, and suggest color words, easy phrases, etc.

Correlate this subject for the next five months with Nature Study, Hygiene, Citizenship.

Games: "I did", "If I were—". If I were a fairy, etc.

Pictures: See Art Course.

Dramatization: Plays related to citizenship, as, street car, postman, milkman, etc.

Stories: Red Riding Hood; Dumpy the Pony; Little Grey Pony; Cinderella.

Continue reproduction of stories.

Social Studies: Public Library, churches, hospitals, fire-halls.

**Memorization**

Who Has Seen the Wind? (See "Learning to Speak and Write" Part I). The Whole Duty of Children. O Wind Where Have You Been? The Woodpecker, E. M. Roberts. The Man in the Moon, Rose Fyleman, (Fairy Green and Fairies and Chimneys).

**Arithmetic**

Subtraction of numbers to 10, oral and written:  $\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$  ?

Teaching of doubles to 14, involving dozen, days in week, fraction  $\frac{1}{2}$ .

Counting by 10's and 5's. Recognition of families.

**Hygiene**

General study of foods for children—healthful, unhealthful, foods for the teeth, breakfast, lunch, etc.

**Citizenship**

Politeness in speech and action.

**Nature Study**

Frost on the window pane; snowflake shapes. Weather calendar. Stories of winter conditions in other lands.

**GRADE II Reading and Literature**

(a) Reading—(1) Little Hiawatha. (2) Gray and White. (3) The Country Mouse and the City Mouse. (4) The Lost Doll. (5) Hiawatha's Brothers. (6) Supplementary Reader.

(b) Literature and Memorization—(1) My Shadow. (2) Where Go the Boats. (3) A Good Play.

(c) Stories for Telling—(1) Sleeping Beauty. (2) Peter Pan.

**Language**

A. Oral Topics—The Chinook Wind. A Birthday Party. My Best Friend. Dogs I Know.

B. Teach abbreviations Mr., Mrs., ft., yd. Teach—He doesn't.

C. Review ou, ow; oi, oy; ce, ge; dge (comes after a short vowel where ge is found after a long one).

**Citizenship**

First Week—Skating and sliding—necessary as exercise. Conduct if rink or slide is crowded. Warn children off rivers unless accompanied by elders. Coasting—be careful that others are not in the path of sleigh. Keep to side going up hill, etc. Change damp clothing on going into the house.

Second Week—Care of books. Help teacher to repair those of the schoolroom. Use of library. Care of pictures, repair of seat work.

Third Week—Lines. Review of assembly and dismissal rules. Following captains' directions. Order in hallways and cloakrooms. A lesson on being a good Captain. No shouting at the others, etc.

Fourth Week—Behaviour on street cars and in stores, etc. Plenty of dramatization. Boys should raise hats and let girls precede them, etc.

**Arithmetic**

Teach addition and subtraction facts.

5	7	9	4	5	8	6	7	12
7	5	4	9	8	5	7	6	-7 etc.

Column addition to 39 including new endings. Give drill with groups of pupils finding difficulty. Inch, foot, yard—Practice in measuring. Continue use of  $\frac{1}{2}$  and  $\frac{1}{4}$ . Relate to

numbers, foot, dozen, hour and dollar. Continue problem work, oral and blackboard.

#### Nature Study

1. Hunting after moose, deer and fur bearing animals—stories of trapping—humane treatment of animals—use of pictures. 2. Fish in winter and stories of winter fishing. 3. Study of heavens—bright stars at night—Milky Way, Northern Lights. 4. Cardinal points of compass—location of pupils' homes and other points of direction.

#### Physiology and Hygiene

- 1st week: Booklets—Make a booklet on fruits.  
2nd week: Teeth and Care of Teeth.  
3rd week: Nails and Care of Nails.  
4th week: Hearing and Care of Ears.

#### GRADE III Reading and Literature

Silent—Saint Valentine. Pippa.  
Oral—He and She. The Child's World. The Dog of Flanders.

Story Telling—The Magic Mirror.  
Memory—The Arrow and the Song. Pippa's Song.  
Dramatization—The Pied Piper of Hamelin.

#### Language

(a) Oral—Animals that Sleep all Winter; St. Valentine's Day; A Bear Story; Our Baby.

(b) Formal—Continue three original sentences on discussed topics; A three-sentence letter a week. Teach: their there; here, hear; to, too, two.

(c) Vocabulary Building—Adding ing, as: (1) sing—singing; (2) write—writing; (3) trot—trotting.

#### Citizenship

(a) Making of Friends—Be yourself—stand fast for the right. (You make friends and your friends make you).  
(b) Loyalty and Truth Telling—tell truth even though it results in unpleasant consequences. (c) Stories: 1. St. Valentine. 2. St. George and the Dragon. 3. Knights of the Round Table. 4. Story of Joseph.

#### Arithmetic

1. Emphasize rapidity in addition and subtraction. 2. Teach dividing by 2 and 3, and finding  $\frac{1}{2}$  and  $\frac{1}{3}$  of numbers. 3. Teach 6 times multiplication table. 4. Teach quart and pint. 5. Teach time telling in minute spaces.

#### Nature Study

For Animal Stories see "Alberta School Magazine" for 1928.

#### Hygiene

Care of the body—foods, cleanliness, water, sleep.

#### Geography

The Land of the Dutch. (a) From Italy to Holland.  
(b) Appearance of country—dykes, windmills, canals.  
(c) Dress of people in rural areas. (d) Dutch homes—use of brick and tile. (e) Occupations of people—dairying, bulb growing, fishing. (f) The cheese market. (g) Games played by Dutch children.

2. In a Lumber Camp in Ontario. (a) Life in the lumber camp. (b) The log drive in the spring.

#### GRADE IV

#### Arithmetic

Long division by two digits with divisors ending in 4, 5, and 6. Multiplication by 2 and 3 digits. Care in connection with the zero in multiplier and multiplicand. Teach oz., lbs., cwts., tons, used in problems. Problems without numbers; problems made by the class.

#### Reading and Literature

Silent Reading—Billy Topsail. Wreck of the Hesperus.  
Oral Reading—The Wind and the Moon. At School with Shakespeare.

Literature—Little Brown Hands. Three Trees.  
Memory Work—The Tell-Tale. The Gypsy Song.  
Story—The Gorgon's Head.

#### Language

A. Vocabulary lessons—Teach same words as different parts of speech.

B. Practice in sentences beginning with: Was there, were there, is there, are there, etc.

C. Use descriptive phrases in sentences. (a) A heavy

peal of thunder. (b) The fragrance of the flowers. (c) The golden corn.

#### Spelling

Remaining 80 words in Course — Second Term List. Memory Work Spelling.

#### History and Citizenship Talks

Laws—Necessity for laws and rules. Our responsibility in obeying laws, in the home, at school, in the city. "In order to command, learn to obey."

St. Valentine's Day.

Manners—Behavior in public places. Respect towards poor and aged.

Early Days in Alberta.

#### Nature Study

Animal Study—Rabbit (winter), bear, mountain goat.  
Bird Study—Screech owl, Whisky Jack (Canada Jay), Snowy owl.

#### Hygiene

Care of the body — cleanliness, bathing hands — wash often, finger nails, teeth, pure soap, individual towel; regular habits—sleeping, eating; respiration—through nose; clean desks; drinking an abundance of pure water—small quantities often.

#### Geography

1. The Indian Fur Trappers. (a) Location of Hudson's Bay. (b) The trapper's home in the north woods. (c) Visit to the trap lines. (d) Games played by the children. (e) Trip to the trading post.

2. The thermometer and its uses.

3. Preparation of individual weather calendars for two weeks, indicating temperature, direction of wind, sunshine, clouds, snow. Practice in use of thermometer.

#### GRADE V Reading and Literature

Oral Reading—Moses at the Fair.

Silent Reading—The Round-up.

Literature—Moses at the Fair.

Story Telling—The Wandering Jew.

#### Memory Work

Nixies — Pickthall. The Bugle Song — Fourth Reader. Children's Song—Fourth Reader. Sands O' Dee—Poems Every Child Should Know.

#### Spelling

Remaining words in Course—Second term. Words from other subjects.

#### Hygiene

The Muscles—1. Muscle-building foods. 2. Importance of rest and deep breathing. 3. Sprains. 4. Disease germs attacking muscles. 5. Review.

#### History

Stories of settlement and pioneer life—E.g. Experiences of settlers who came to America under the patronage of Lord Selkirk and formed the Red River Settlement.

#### Citizenship

A sense of justice to include a frank recognition of the necessity for restraint and punishment, both in school and at home, as well as recognizing the unfairness and unkindness of injuring animals and tormenting younger pupils.

#### Arithmetic

1. Adding and subtracting halves, quarters and eighths. 2. Whole and mixed numbers, numerator, and denominator. 3. Continue problem work.

#### Geography

Alberta: Location, area, natural regions, with imaginary trips on the chief rivers.

#### GRADE VI Reading and Literature

Literature—Scenes From William Tell. Memorization—Choice of: Kitchener. Extracts from Idylls of the King. Bless The Lord, Oh My Soul! Silent Reading—Burial of Moses. Canadians, Canadians, That's All. Oral Reading—Scene from William Tell. Bless The Lord. Story Telling—Galahad.

#### Language

A. Teach enlargements of sentences by phrases.

B. Beautiful sentences—descriptive and narrative.

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**Grammar**

(a) Describing Words—Suggested Exercises:

(1) Sentences selecting them. (2) Fill in blanks with suitable adjectives and adverbs. (3) Exercises 2 and 3, page 77 of "Learning to Speak and Write." Exercises 12, 13, 14, and 15, page 79. Exercises 11, 12, and 13, page 83. Exercise 17, page 85.

(b) Different degrees of adjectives and adverbs—Suggested Exercises. Pages 81 and 82 of "Learning to Speak and Write".

**History**

Joan d'Arc—Birth of national spirit seen in the maid's great pity for the sufferings of France from the terrible scourge of the War. Sir Richard Whittington and William Caxton—Sir Richard Whittington—an example of the growing influences of the merchant class. Progress of the Mechanical Arts—Invention of printing—Its introduction into England by William Caxton, translator, writer, compiler, as well as printer. Books and readers begin to multiply, making another big change in the world. Review.

**Arithmetic**

Division of a fraction—(a) By whole numbers. (b) By a fraction. (c) By a mixed number. Application in problems.

**Spelling**

65 words (a) 55 words—Second term—"diamond" to separate". (b) 10 words: "Demons"—"none" to "seems".

**Nature Study**

Heat.

**Geography**

Transportation: Canada as a vacation land. Commerce and Sea Ports. Motions of the Earth.

**GRADE VII****Grammar**

Parts of Speech (continued)—

(1) Adjective: Definition. Uses: (a) Modifies the meaning of a Noun or Pronoun. (b) Completes the Predicate. (2) Adverb: The name and use. E.g. An Adverb modifies the meaning of:—(a) A Verb. (b) An Adjective. (c) Another Adverb. (3) Preposition: The name and use: (a) Introduces a Phrase. (b) Takes an Object. (c) Shows relation.

**Language**

1. Outlines for History, Geography or other regular subjects. 2. Essays based on these outlines. 3. Review prefixes and suffixes. See Course of Studies, page 79. 4. Synonyms.

**Arithmetic**

Percentage—Meaning, simple applications.

**Physiology and Hygiene**

How disease germs enter the body—(a) By means of the nose and throat—most diseases gain entrance here—tuberculosis, diphtheria, scarlet fever, measles, whooping cough, influenza, infantile paralysis, etc. (b) Through food and water—typhoid fever, dysentery. (c) Through the skin—ringworm, scabies, impetigo. (d) Through wounds, rabies, tetanus (lock-jaw). (Pasteur). (e) Through the eye—pink eye, trachoma. (f) Through bites of insects—malaria, yellow-fever. (g) Pasteur.

**History and Civics**

Exploration in America. (a) Early Explorers, (b) Later Explorers, (c) Fur Trade—(1) Hudson's Bay Company. (2) North-West Company. (3) Hearne, etc. (d) Franklin, Amundsen.

**Agriculture**

Part 3 in Course of Studies—(Pages 102-112 in Text).

**Spelling**

(a) Complete Second Term Words. (b) Supplementary Words 31—"adventure" to "thirsty".

**Geography**

Italy, Balkan States, Central European States.

**GRADE VIII****Reading Literature**

A. The Ancient Mariner. B. The Last Fight of the Revenge. C. The Finding of Wisdom. D. Work.

**Grammar**

(1) Parsing to show: (a) Classification. (b) Function. (c) Inflection of words as used in the sentence. (2) Classification of sentences as to: (a) Form. (b) Structure. (3) Analysis of reasonably difficult sentences of any kind.

**Physiology and Hygiene**

Community and Home Hygiene—as per Course. Reference: Section 1, Chapter IV, Citizenship. Board of Health—as per course. Hospitals and Sanatoria—as per Course. See Section 3, Chapter IV, Citizenship.

**Arithmetic**

Applications of percentages; profit and loss; trade discount, commission; insurance.

**Geography**

Union of South Africa. (a) Position. (b) Area compared with that of Alberta. (c) People and Government: 1. Sig-

nificance of name of each province (Correlate with History). 2. Reason for two capitals. 3. A Bi-lingual country. Compare with Canada. 4. Relative numbers of members of white and black races. (d) Surface: 1. High veldt. 2. Drakensberg Mountains. 3. Great Karroo, Little Karroo, Coastal Plain. 4. Why rivers are of little value to country. (e) Climate: 1. Position of Tropic of Capricorn with respect to the Union. 2. Influence of altitude of country upon temperature. 3. Why East coast is warmer than West coast. 4. Relation of South-east trade winds to limited rainfall of greater part of the country. 5. Explanation of winter rainfall in Cape Peninsula. (f) Agriculture: 1. Adaptations of country to raising of sheep, cattle, goats. 2. Difference in use of native and imported sheep and goats. 3. Why raising of ostriches has ceased to be profitable industry. 4. Importance of corn production. 5. Development of fruit industry. 6. Semi-tropical products of Natal. (g) Mining: 1. The Rand Gold Fields. Compare gold production of South Africa with that of Canada. Influence of gold mining upon development of largest city in Union (Johannesburg). 2. Diamond mining industry of Kimberley. 3. Importance of limited coal resources of the Union. (h) Sea Fisheries. Compare with Atlantic fisheries of Canada. (i) Growth of wattle tree. Its uses. (j) Manufacturing. Compare with Canada (k) South African Railway System. (l) Trade with (1) British Isles, (2) Canada. (m) Important ports and their exports: Cape Town, Durban, Port Elizabeth.

Other British Possessions in Africa. Location of the following with one important point about each: Rhodesia, British East Africa, Anglo-Egyptian Sudan, Gold Coast Colony, Nigeria, Zanzibar, Mauritius, Ascension, St. Helena.

**History**

Sections 8 and 9, Course of Studies.

**Civics**

Balance of Section (d) and part of (a), Course of Studies.

## Classroom Hints

**GRADE III Geography—Desert Life**

**Appearance of desert:** The desert does not look alike in all places. Sometimes there are great level stretches of sand, sometimes even the sand is blown away leaving bare rocky patches and hills of rock. Then this blown sand is piled up in great mounds or dunes in other parts of the desert. But the desert is not all sand or barren rock—there are stretches of desert where the ground is sandy, it is true, but where the sandy soil is covered with low, dry shrubs and grass.

**Travel by caravan:** The caravan consists of a string of camels; some loaded, others ridden. The camels are driven by Arab drivers, and the whole caravan is guarded by mounted Arabs armed with guns. Camels are used for these long trips across the desert, because the camel does not suffer from heat, and can go three or four days without water. The hump of fat on the camel's back provides the animal with a stored-away food that he can call on in emergencies, if for any reason his daily ration should fail. The camel's hoofs are broad and flat, so that they do not sink too deeply in the sand as he travels.

Caravan travel starts early in the day because the mornings are cool. By eleven o'clock it is so hot that the caravan stops and tents are put up. It is too hot even to eat, but thermos bottles are used and each traveller has a cool drink.

"Late in the afternoon we start again. As the sun sinks lower and lower in the Western sky, the air grows a little cooler. After sunset we begin to feel chilly. This desert land becomes very hot in the daytime, but cools off quickly at night.

"Darkness falls and the stars come out one by one. Night is the most beautiful time in the desert. All round us are the silent, lonely stretches of rocks and sand. Overhead the sky glitters with millions of stars. The only noise that breaks the stillness is the soft tread of camel's feet.

"About nine o'clock we stop again and the tents are put up for the night. This time we are cold and hungry. The drivers build a camp fire of dry twigs and grass, and we are glad to gather round it for supper. When the meal is over, we roll up in warm blankets and lie down to sleep in the shelter of the tents."

**The Bedouins:** Their dress—the Bedouins wear long, loose cloaks, as a protection against the sun during the heat of the day, and for warmth in the chill of the evening. They wear pieces of cloth wound about their heads which

may be pulled over their faces. When would they require the protection of the cloth over the face? The Bedouins wear no shoes.

**Their homes and food:** The Bedouins live in tents made of camel's hair and goat's hair. The tent was divided into two parts by a woollen curtain. The back part was occupied by the women and children. This section of the tent was also the store house, where blankets were stored, copper kettles and pots were kept, as well as the wooden bowls used for dishes. The front part of the tent, covered with woollen rugs, was the men's apartment and served as the reception room too. Their food consists of camel's milk, cheese, dates and coffee.

**The occupation of men and women:** The Bedouins live by keeping flocks of sheep, goats, and camels. They cannot live by gardening as do the natives of the Congo. Why not? And while there is some hunting with hawks about the desert pools on swift Arab horses, it is a pastime of the few rather than a means of securing food. Since the Bedouins herd flocks they must move constantly in search of grass and water. Most of the water is simply desert rain water that has collected in rocky pools after the Spring rains. That water will stay for perhaps two months. The Bedouins are called nomads because they must be constantly on the move in search of water. When the rock pools dry the Bedouins must go to an oasis town for water. While there they sell some of their sheep and goats or perhaps some spun wool and cheese and buy a good supply of dates and coffee and perhaps some corn meal.

**The Oasis Town:** The whole town centres around the natural springs which are made into wells, and by a plan of running water through ditches the whole town, with its gardens and groves of trees, is watered from the wells. Within the town are grown great groves of date palms. (Even the leaves of these palms are used for fuel). As well as the dates, lemon, fig and peach trees are grown. Outside of these trees, the main crop is alfalfa, which is grown the year round and is an important feature of trade with the Bedouin Arabs. The town consists of gardens, stores, and work shops.

#### An Arab Welcome

"Because thou com'st, a tired guest,  
Unto my tent I bid thee rest.  
This cruse of oil, this skin of wine,  
These tamarinds and dates are thine;  
And while thou eatest, Hassan there  
Shall bathe the heated nostrils of thy mare.  
Allah il Allah! even so  
An Arab chieftain treats a foe;  
Holds him as one without a fault,  
Who breaks his bread and tastes his salt,  
And, in fair battle, strikes him dead  
With the same pleasure that he gives him bread."

—T. B. Aldrich.

#### GRADE VII Arithmetic: Denominate Numbers and Problems

It can easily be shown that a medium of exchange or currency is a necessity in our modern world by simple illustrations. Suppose a farmer wished to buy a motor car and wanted to pay for it with wheat of which he had more than he needed. It would be difficult to decide just how much wheat would equal the value of the motor car. It would also be difficult to discover a seller of motor cars who needed wheat at that particular time. But when currency is introduced the farmer can sell his wheat to some one who wants it and receive from the sale currency which the motor car salesman will accept simply because he can exchange it for something that he needs.

Gold and silver have been generally chosen by man as a medium of exchange. This was because they were rare, imperishable and portable. What did the North American Indians use as money? Jewels possess the qualities of rarity and portability but are easily destroyed, so they have never been generally accepted. Gold and silver made into money became a unit of measure and an equivalent of value. Paper money is valuable because it has on its face the promise of a nation or bank to pay an equivalent amount in gold or silver. For every dollar that is issued in paper currency there is usually gold or silver in reserve to the value of twenty-five cents. This reserve is kept so that if a large number of people should demand the gold or silver value of their currency notes the gold or silver would be there to satisfy their demand.

Gold and silver are both used for making articles such as rings, watches, dishes, etc., and therefore are sold at a certain number of dollars per ounce—gold always being worth much more than silver because it is rarer. To-day gold is worth about \$36.00 an ounce which is more than the usual price of about \$20.00. As a result, people are

selling "old gold" or articles made of gold. In countries where gold coins are used people would actually melt them down and sell them because they would be worth more melted than as gold coins.

It is interesting to remember that many years ago the primary unit of weight was a grain of barley, rati seed (seed of a creeping plant) or wheat. The units of length were derived mainly from parts of the human body or from movements the parts made, e.g. the yard was the distance from the armpit to the tip of the longest finger; the Roman "pace" was the step taken by the Roman soldier and was the equivalent of five Roman feet. Square measure was derived directly from lineal measure. The two tables are varied only by the squaring:

Linear	Square
12 inches make one foot	12 <sup>2</sup> square inches make 1 square foot.
3 feet make one yard	3 <sup>2</sup> square feet make 1 square yard.

There is, however, no similarity beyond this point. Cubic measure being length or three dimensions can be reduced from lineal measure also.

#### The Teaching of Denominate Numbers

In teaching denominate numbers secure a mastery of the following: 1. The reduction or changing of numbers either to larger or smaller units. 2. The automatic mastery of certain simple combinations that should be known at sight. When you teach reduction in denominate numbers use whole numbers and fractions in your illustrations. Stress oral work to secure complete mastery so that the child will have no difficulty with the daily business transactions of every day life. Do not give long written problems in addition, multiplication, and division of denominate numbers. Reductions through more than three denominations are seldom used in the business world.

Children should be able to use linear measure with precision and ease. This facility can be secured by actual drawing, measuring, building, counting and grouping. Secure ease in the manipulation of the dry and liquid measures by actual experience in measuring. Teach all denominate numbers as practically as possible. It is important, even in Grade VII to keep this work practical as the child loses the sense of reality without the actual use of the measures and does not retain proficiency without actual practice.

The following are some practical problems based on the tables of lineal, square, and cubic measurement and are suitable for Grade VII or lower grades familiar with the tables.

1. Find the exact length, width and height of your class room. How many square feet of floor space are there? How many square feet per person including the teacher, is there in the room? Is it enough or are you crowded? How large do you think the room should be? How much floor space each would that give you?

2. By careful measurement find the amount of window space. If it should be at least half the area of the floor, have you enough for your lighting needs? The light should come over you left shoulder. Does it? If not, suggest to your teacher where new windows should be placed.

3. Measure the top of your desk. How many square inches of surface are there? How many desks in your room? How many square inches of desk surface? If a pint of paint will give two coats to 100 square feet of surface, how much paint will you need to repaint your desks? To paint your floor? What will it cost at 75c per pint?

4. How many board feet of fir flooring 3 inches wide and  $\frac{1}{2}$  inch thick would be required for a new floor? What would it cost at \$50.00 per M board feet?

#### GRADE VII Geography—Industry and Commerce of Spain and Portugal

Spain and Portugal which make up the South Western part of Europe, known as the Iberian Peninsula, have not kept pace with the countries of North-Western Europe in industrial and commercial development. There are many reasons for this backward industrial condition. In keeping with the rest of the Mediterranean States, Spain and Portugal have a rugged topography, enervating climate and limited resources.

Other more particular reasons for the backward condition of Spain and Portugal are the facts that the semi-arid plateau-and-mountain character of the country and sparse population have made an extensive railway system impossible because of the excessive costs. Many towns are without even the service of wagon roads let alone trains. Because the rivers are swift and vary greatly in their seasonal streams, navigation is negligible. In spite of a long coastline, good harbors are rare. At Barcelona the harbor is entirely

artificial. (If you can draw an illustration of how an artificial harbour is constructed, this will be helpful. Almost any encyclopaedia will have an illustration.)

**The People:** The people of Spain, especially the Castilians, look down upon anyone who engages in industry and commerce. This attitude is reflected in the industrial backwardness of the country. In spite of this, we find the people of the province of Catalonia are energetic and industrious. Of a different race from the Castilians they have built up with Barcelona as centre and principal seaport of Spain, the only really important industrial area on the Iberian Peninsula. Made independent of foreign coal by the use of their own water power, the Catalans have built up a textile and paper industry of large proportions. The raw materials are largely imported, especially cotton.

**Agriculture:** Because of the summer drought, in Spain and Portugal, it is difficult to maintain good pastures, and as a consequence, we find many sheep and goats with a relatively small number of cattle. Spain is the home of the Merino Sheep with its fine wool. Sheep and goats furnish wool, hair and skins, for local manufacture and export, meat for domestic consumption, milk for ordinary use and for cheese. There are about 21,000,000 head of sheep and 5,000,000 head of goats in Spain alone.

Winter wheat is the main cereal crop and is harvested at the beginning of the summer drought in June. (Connect this with the fact that the Mediterranean gets its rain from the Westerly winds in winter and with the subject of winter wheat in Agriculture.)

Corn is raised in Northwestern Spain and Portugal where the summer drought is broken. In the other parts the warm season is too dry. Truck farmers on the warm, irrigated Mediterranean coast of Spain specialize in winter vegetables for the North European markets. Special boats and rapid train services carry the produce across the Mediterranean and through France. The onions of Valencia are famous and are imported into Canada and the United States in large quantities. Grapes are grown in Portugal and Spain for wine, raisins for table use. The production of table grapes for export is best organized in Southern Spain and the produce goes to Northern Europe and America. The grapes are packed in cork dust (a product of the cork oak) and shipped in wooden casks. The curing of raisins is also important in this region. The city of Malaga is the centre of a thriving raisin district. Dried prunes are also exported. The olive tree is a native of the Mediterranean lands and has been cultivated there throughout human history. The olive tree is particularly adapted to the heat and drought of the Mediterranean, with its finely divided and extensive surface root system which is able to make satisfactory use of very small amounts of rain; and its narrow thick, leathery leaves, covered with matted hairs, are equipped to make the most of the water collected by the roots. Olives in Spain are raised for the preparation of pickled and preserved fruit, but most of the crop is manufactured into olive oil.

Spain exports large quantities of olive oil, but it also forms an important part of the diet of the people; it is a butter substitute. Citrous fruits, especially the orange, are grown in the province of Valencia and other regions. About 25% of the land in Spain and Portugal is under cultivation. About 60% of all persons are engaged in Agriculture.

**Exports:** Fresh fruit makes up 15% of Spain's exports and the orange is the leader with an export value of \$40,000,000. Wines make up 7%, olive oil 7%, cork 5%, lead 5% and almonds 4% of all exports. (These figures are based on a three year average from 1925 to 1927.)

#### GRADES VII and VIII Grammar

**Connectives.** You have taught the clause as a group of words having a subject and predicate, forming part of a sentence, and its use to enlarge the subject, object, predicate, or perhaps complement. Let us concentrate for a moment on the compound sentence in which the connective simply joins two or more clauses very similar in character and function. It is important to show the pupils that these clauses are equal in value. Have them write, for example, these two sentences: He asked me to lunch. I could not go. We get: He asked me to lunch but I could not go. Both clauses might stand alone and be equally significant. Teach, too, sentences of more than two such clauses, as: The crowd cheered, people waved and the ship put to sea. Let them note that the connective and need not be repeated each time. A. Some of the main conjunctions used in compound sentences are: and, (either, or) (neither, nor); but and yet. Use exercises such as the following to secure familiarity with their use.

Join the following sentences together by means of one of

the conjunctions listed above or underline the connectives in the sentences where connectives are already used. (a) The sun rose. The caravans started on their long journey. (b) The mechanics tuned up the engine. It had no power. (c) The leaders were present. Many of their followers were present. (Let the pupil note here the absence of the repetition of the predicate in the second clause when it is re-written). (d) The sailors pumped with all their might. The sea rushed in. (e) We manned the boats. We lowered them into the water. (Let the pupils here note the advantage of leaving out the subject of the second clause and thus avoiding repetition.) (f) Neither could the captain hold the wheel nor could he calm the fears of the passengers. (Note the use of neither . . . nor, and either . . . or in the following.) (g) Either we must beach the ship or all must perish on the reef.

B. Review the fact that this type of connective is used to join compound subjects and predicates and also phrases. Examples: 1. The dog jumped and barked about his young master. 2. The children and adults both showed their approval. 3. Over the cliff and into the sea, he fell. 4. Neither John nor Fred knew the answer to the riddle. 5. Either Jane or Mary will be chosen. "And" is used, too, to join modifiers. Again and again he called, but there was no answer. He was lithe and quick. C. It is important to show the pupils that the enlargement of the subject, object, complement or predicate, joined by connectives to the main clause are not equal in value to the main clause or clauses of the sentence. N.B. In the first sentence the important point is that the ship sailed; the rest is incidental. Note the similar relation in the other sentences. 1. The ship sailed when the tide was full. 2. The boys slept soundly after their work was done. 3. We have been anxious since the report of the wreck was received. 4. He will be successful because he has a splendid personality. 5. We will locate the treasure unless it has been removed. 6. The men slumbered whilst their leaders planned. 7. We knew the result before the message was received. 8. I shall succeed if I try hard. 9. We played where the trees were thickest. 10. the boys took their defeat as sportsmen should. 11. The ship continued to sink though the sailors worked hard. D. Note the connectives in the following sentences. These same connectives are used as subjects or objects and sometimes show possession. They join enlargements of the subject, object, or perhaps complement. Show the correct value relationships here as well. 1. We met the man who built our rowboat. 2. He is the boy whom you saw at the theatre. 3. Mary is the girl whose art won first prize. 4. The castle that was rebuilt had been erected in 1066 by William the Conqueror. 5. These are the rabbits which I reared. 6. That is the bicycle which was repaired. 7. I do not know what is the matter. 8. He wanted to know what I had done. E. It is well, too, to introduce the pupils to longer sentences in which more than one connective is used. 1. The old man who built the boat was very proud when she was launched. 2. The women prepared a hasty meal, while the men erected the tents and the children gathered fuel from the nearby beach. 3. The pilot tested his engine, adjusted his controls, checked his freight and was ready to start when the mechanic joined him. 4. In and out through this channel and that, the light canoe with its passengers and precious freight, threaded its way towards the fort, which seemed an endless distance to the west.

#### Comparison of Sentences, Clauses, Phrases

The Grammar text outlines the more formal points of composition: a sentence is a group of words expressing a complete thought; a clause is a group of words with subject and predicate forming part of a sentence; a phrase is a group of words without subject or predicate used in a sentence with the force of a single word.

We would like to go beyond this grammatical comparison to a consideration of the value of these units in the expression of inter-related ideas from the composition standpoint. Consider the sentence: There are oaks in Sherwood, gnarled giants, which have tingled to the horn of Robin Hood, and have listened to Maid Marian's laugh. This sentence is a group of words expressing skilfully and clearly the values in the complete thought. It is made up of clauses, phrases and a group of words in apposition. Have your class determine these grammatical units. The principal clause holds the kernel of the expended idea. Shorn of any of the subordinate clauses the thought still stands but suffers from the loss. The phrases seem even more vital than the subordinate clauses and the loss of them disrupts the very essence of the idea. This is a good point to fall back on when teaching the value of the phrase in our written and spoken language. The group of words in apposition is a vividly picturesque extra which we can ill afford to discard.

Show the class that the values are correctly brought out, viz. the main idea is expressed in the principal clause and the subordinate ideas in adjective clauses adding the lustre of the central idea.

The following paragraph from "Old Junk" by H. M. Tomlinson brings out clearly the points of comparison to be observed:

"I landed on a broad margin of white sand which the tide had just left. It was filmed with water. It was a mirror in which the sky was inverted. When a breath of air passed over that polished surface it was as though the earth were a shining bubble which then nearly burst. To dare that foothold might precipitate the intruder on ancient magic to cloudland floating miles beneath the feet. But I had had the propriety to go barefooted, and had lightened my mind before beginning the voyage. Here I felt I was breaking into what was still only the first day, for man had never measured this place with his countless interruptions of darkness. . . ."

1. (Principal Clause). What is the kernel of thought expanded in the first sentence? 2. Is the subordinate idea truly so, and does it add successfully to our knowledge of the sandy margin? 3. Let the class try to introduce a group of words suitably in apposition with "sand", e.g. "a white expanse". Care must be taken to allow only what is truly good. 4. Are the phrases important—more important than the subordinate clause? Notice the importance of the phrase in the second sentence. Notice the value of the introductory phrase as a connective in the subordinate clause of sentence 3. 5. What is the central idea in sentence 4? Are the two subordinate ideas arranged in the best order or would you change them? (Try changing the order and see which you prefer.) 6. Dwell on the beautiful phrasing of sentence 5 and the skill with which this simple sentence with this aid, expands a vividly interesting thought. 7. Is a co-ordinate connection the correct one for sentence 6? Why? 8. Notice the interesting construction in the final sentence with the noun clause as object of the preposition "into" and the effectiveness of the final phrases "with his countless interruptions of darkness". Try to interest the student in Tomlinson's style by showing how his skill in handling clauses and phrases has given us such an effective picture.

It is worth while, too, to explore the possibilities of the parallel treatment of the following: 1. Adjective, adjective phrase, adjective clause. 2. Adverb, adverb phrase, adverb clause. 3. Noun, noun phrase, noun clause. (The expression "noun" phrase is culled from Kenny's "A New Course in English Composition", Clark, Irwin Co., Toronto, e.g. *To learn French* is not difficult. I told him to leave at once. His command to come immediately was obeyed. The noun phrase is always introduced by an infinitive and can be subject, object, and in apposition.)

To proceed with the comparison: 1. The tall man (in the blue tights) is an expert acrobat (who has thrilled many an audience with his feats of daring). The adjective "tall" modifies the noun "acrobat". Here we have the adjective also modifies the noun "man" and the adjective clause "who has thrilled many an audience by his feats of daring" modifies the noun "acrobat". Here we have the adjective family, as it were, paraded before the unsuspecting student and strange to say, he finds them all doing the same kind of work. When they are treated singly, he sometimes suffers from confusion. 2. I, alone and friendless, (with empty pockets) am he (whom they persecute). Here we find adjective, adjective phrase, and adjective clause modifying the pronoun in a similar example. 3. When he rose, the salmon struck savagely (at the gaudy line). Here we have the adverb family all together but naturally expressing different adverbial ideas of time, manner, and place, while modifying the same verb "struck". 4. That Tom was told (to go home) was believed by the family. Here we have Tom, home, and family, nouns as subjects of the subordinate clause—"that Tom was told to go home"; object of the phrase "to go home" and object of the phrase "by the family" respectively. At the same time we have a noun phrase "to go home" object of the verb "was told"; a noun clause "That Tom was told to go home" subject of the verb "was believed". The noun family all seem to behave as nouns should. 5. The Premier said (that the Minister of Public Works) must decide (to resign from the cabinet). Here "Premier" is subject; "that the Minister of Public Works must decide to resign from the Cabinet" is a noun clause as object; and "to resign from the Cabinet" a noun phrase object of the verb "must decide".

This lesson should be useful to gather together the threads of what are usually very widely scattered individual presentations. It does not suffer, however, on being used

earlier but in that case separate lessons should be given on each "family"; adjective, adverb, and noun.

#### GRADES VII and VIII—Selections For Detailed and

##### Clausal Analysis

1. What is it that confers the noblest delight? What is it that which swells a man's breast with pride above that which any other experience can bring to him? Discovery. 2. "Some say that the Africans are addicted to the practice of gambling; that they even sell their wives and children, and ultimately, themselves. Are these then the legitimate sources of slavery? Shall we pretend that we can thus acquire an honest right to exact the labour of this people? Can we pretend that we have a right to carry away to distant regions men of whom we know nothing by authentic inquiry, and of whom there is every reasonable presumption to think that those who sell them to us have no right to do so?" —William Pitt (1708-1778). 3. "He (Byron) was truly a spoiled child, not merely the spoiled child of his parent, but the spoiled child of fortune, the spoiled child of fame, the spoiled child of society"—Macaulay. 4. "Trees are your best antiques. There are cedars on Lebanon which the axes of Solomon spared, they say, when he was busy with his temple; there are olives on Olivet that might have rustled in the ears of the Master and the Twelve; there are oaks in Sherwood which have tingled to the horn of Robin Hood, and listened to Maid Marian's laugh"—Alexander Smith. 5. Ye living flowers that skirt the eternal frost!  
Ye wild goats sporting round the eagle's nest!  
Ye eagles, playmates of the mountain storm!  
Ye lightnings, the dread arrows of the clouds!  
Ye signs and wonders of the element!  
Utter forth God, and fill the hills with praise!

S. T. Coleridge.  
6. "It is no longer day. Through the trees rises the red moon, and the stars are scarcely seen. In the vast shadow of the night, the coolness and the dews descend. I sit at the open window to enjoy them; and hear only the voice of the summer wind. Like black hulks, the shadows of the great trees ride at anchor on the billowy sea of grass. I cannot see the red and blue flowers, but I know that they are there. Far away in the meadow gleams the silver Charles. The tramp of horses' hoofs sounds from the wooden bridge. Then all is still, save the continuous wind of the summer night. Sometimes I know not if it be the wind or the sound of the neighboring sea. The village clock strikes; and I feel that I am not alone."—Longfellow.

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French 2—Authors, Composition and Conversation.  
Political Economy 1—Principles of Economics.

##### Senior and Graduate Courses:

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Christian Apologetics 51—Given by St. Joseph's College.  
Classics in English 51—Greek Life and Letters from Homer to Lucian.  
Education 54—History and Philosophy of Education.  
Education 59—Educational Administration.  
English 52—A History of English Fiction.  
History 55—European History (from the middle of the eighteenth century to the present day).  
\*History 58—Canadian History.  
\*Mathematics 42—Statistics.  
Mathematics 53—Astronomy.  
Philosophy 51—History of Philosophy.  
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